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ABSTRACT

These four newsletter issues provide information on family literacy and literacy education programs. Each 16-page issue includes several feature articles; descriptions of literacy conferences and seminars; updates on the National Family Literacy Project; descriptions of successful family literacy programs; coming events; a list of National Center for Family Literacy (NCFL) publications; and a NCFL training schedule. Featured topics include: (1) advocacy for family literacy programs and practitioners; (2) Head Start reauthorization and family literacy; (3) the 1994 National Conference on Family Literacy; (4) a collaborative project between Turner Network Television (TNT) and the NCFL that showcases the "Dr. Seuss" animated television programs and promotes literacy on the TNT cable station; (5) outreach to bilingual families; (6) the 1995 National Conference on Family Literacy; (7) the U.S. Department of Education's "Strong Families, Strong Schools" program; and (8) parent involvement. (MDM)

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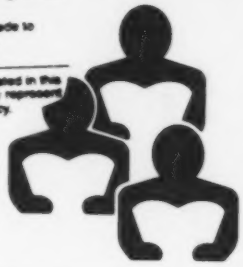

National Center for
Family Literacy

SPRING 1994 VOL. 6, ISSUE 1

ED 382 332

Communicating The Power Of Family Literacy

At its most basic level, the power of family literacy is the power of change. It is enabling at-risk families with little hope to reverse the cycle of undereducation and poverty in their own lives. The empowerment they attain through the education and knowledge they acquire in a family literacy program allows them to take control of their lives, and consequently, to change the destiny of their families for generations to come.

The challenge facing family literacy practitioners is to communicate this basic power to different audiences in a way that they can understand, and in the way that will motivate them to action. Potential audiences include prospective students, policy makers, funders, and the general public. Each of these has different interests in and needs from family literacy. Before you begin to communicate your message to them, you will need to understand which part of the message they want—and need—to hear.

Most fundamental of all audiences are those you wish to recruit into your program as students. As you begin your recruitment process, know the population from which you wish to draw your students. This includes not only knowing where to reach them, whether it's through the local media, or announcements posted in churches or other community organizations, but also knowing what they will want from your program. What is important to them? More than likely, if they are interested in your program, it will be for what you can do to help them improve their lives: pass the GED, get a better job, become better parents.... Once you know these things, you can tailor your message so that it will reach them, both literally and figuratively.

The word "family" has become something of a political buzzword in recent years. Family values have played an important part in the platform of many campaigns, from the local to the federal levels. However, when tackling the problem of undereducation and poverty in the United States, the word "family" is more than a catchword. It is the core of the solution. The challenge, then, is to communicate family literacy's power to legislators and policy makers in such a way that they can relate to it.

Many opportunities now exist to deliver the message, as Congress considers reauthorization of Head Start, Even Start, and reform of Chapter 1, Welfare, JPTA, and other such programs.

Over the years, the problem has been well documented. It existed when President Johnson envisioned his New Society, of which Head Start was a part, and, as the National Adult Literacy Survey pointed out, it still exists. Americans lack the basic education needed for them to hold a full-time job, earn high wages, and participate in a democratic form of government. These same undereducated adults are likely to receive food stamps and live in poverty.

In an effort to show the policy makers and legislators reauthorizing the aforementioned acts, the National Center for Family Literacy has worked to help them understand that even though the statistics now are dismal, they can be changed. *The Power of Family Literacy*, a recent publication of the evaluation of NCFL's Toyota Families for Learning Program, provides data that shows that this cycle can be reversed. A child's first classroom, the home, can be changed from a hopeless environment to one in which an attitude of appreciation and respect for education are modeled for the children. These changes pave the way for school success, and thereafter, life success. The message to policy makers and legislators, then, is that family literacy can reduce the number of people on government assistance and increase the number of productive citizens. This message can be taken to those on the national, state, or local level. Funders, too, can benefit from this same message. Philanthropists will want to know how their help will contribute to the community, and to society at large.

The message of the power of family literacy communicated to the general public can be just that—general. Make people aware that family literacy exists, what it is, and what its results are.

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The Sunday, March 6, *Parade* magazine article "Literacy—The Path To A More Prosperous, Less Dangerous America" which talked about family literacy, has brought a flood of letters to NCFL. To date NCFL has received 360 requests for more information on the Power of Family Literacy.

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GUEST EDITORIAL

Head Start Reauthorization and Family Literacy

by Congressman Matthew G. Martinez, chairman, Subcommittee on Human Resources

On February 17, 24 of my fellow members of Congress (including three Republicans) joined me in introducing HR 3842, The Head Start Reauthorization Act of 1993. This bill grew out of the combined efforts of members of Congress and Health and Human Services Secretary Donna Shalala to ensure that the Clinton Administration's proposals to expand Head Start did so in a way that would result in an improved Head Start program.

Since its inception in 1965, as one of the centerpieces of President Lyndon Johnson's War on Poverty, Head Start has been the model for how the federal government can fund a program that operates under nationally devised rules and management, yet provides significant and meaningful assistance to children and families at the local level. The key to this program's success is the ability of local people to not only benefit from its services, but also to have a direct say in how their program operates, and, sometimes more importantly, the ability of the parent to become fully involved in the education of all of their children, whether all of the children are in Head Start or not.

Secretary Shalala's Advisory Committee on Head Start Quality and Expansion issued its report in January 1994. Based on that report, representatives of the Democratic and Republican members of both the House of Representatives and the United States Senate met with officials of the Health and Human Services Department to craft HR 3842.

Because of this intense bipartisan effort, the chairs and ranking minority members of the Subcommittee on Human Resources and the Education and Labor Committee in the House and our counterparts, the Chairs and ranking minority members of the Subcommittee on Children, Family, Drugs and Alcoholism and the Committee on Labor and Human Resources, were all co-sponsors of the companion bills introduced on February 18.

Congressman Matthew G. Martinez, D-Calif.

I co-chaired, with Senator Dodd of the Senate Subcommittee, a joint hearing on the bill and we can really say that we have begun the reauthorization effort in earnest.

As most of you are no doubt aware, in 1991, in my Head Start Improvement Act, we included language to strengthen the literacy component of Head Start. Because of the good work being done in the field of family literacy, this area is receiving increased attention in the current legislation. The Secretary's Advisory Committee Report discusses the importance of family literacy to the success of Head Start participants, not just during the Head Start period, but for the years after the program, both for the child as he or she progresses through the education system, and for the parent in his or her own development.

Recognizing that, we have included specific language that would require Head Start operators to provide, either directly or through other providers in the community, family literacy services.

In addition, the bill provides for a significantly expanded effort to provide Head Start-like services to pregnant women and the parents of children who have not reached Head Start age. This effort, called "Zero to Three," also will include a family literacy component, one that will offer parents of very young children additional opportunities to develop the skills that will make them their child's first and most important teacher.

As we move through the reauthorization of Head Start, the Subcommittee on Human Resources will continue to investigate the various aspects of family literacy and the various types of programs that exist across the country. I can assure you that we are very interested in how these programs operate and how they can link up with programs like Head Start and help improve the quality of that model program as it grows into the 21st century.

As Chairman of the Subcommittee on Human Resources, I would appreciate hearing from anyone who has views to share about Head Start and family literacy. I can be reached by writing to Matthew G. Martinez, Chairman, House Education and Labor Subcommittee on Human Resources, Room B346C Rayburn House Office Building, Washington, DC 20515.

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The Power Of The Written Word

The zinging sound snakes behind the bullet as it screams through the air, crashing past the pane of glass and finally slamming into the wall opposite the window. The students, startled at first, gather themselves quickly as someone gingerly peers outside to see what is going on, and someone else leaves to go report the incident.

On any given day of their lives, this is no big thing, this sudden display of deadliness. Here, in this environment, being literate means being able to count to four. Four bells heard throughout the school means a gun fight near the school grounds; it means students and teachers must get down to the floor to avoid being hit by rounds that fly through the school yard and in and out of the classrooms. Here, being fluent in the language of survival is the critical test of knowledge.

Goal Five, as adopted by the National Governor's Association, reads that "by the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship." This goal is magnificent in its tone and intent, but to these students who have to duck the bullets and count the bells, just getting through the day is a major accomplishment. To them, "competing in a global economy" might as well be a concept spoken in Martian, for in the place in which they live, the world is measured in city blocks and the economy is measured by what it takes to get through the week.

None of this is to say, however, that there isn't hope for the students from these neighborhoods, for hope does exist, abundantly. . . .

In our competitive society, there are a multitude of messages vying for our attention at any given time. Those of us adding our voices to that chaos, need to make certain we're heard.

Jim Garvin, director of the New Orleans Toyota Families for Learning Program, does an excellent job of grabbing his readers' attention with the preceding introduction to a paper on family literacy. Its powerful imagery and plain language draw us into the article and we continue reading to see what he has to say.

Writing an introduction that will snag your readers' attention is one of the most difficult aspects of writing. Garvin does this by shocking, even appalling his audience. Having presented his introduction, he is able to argue the merits of family literacy as the hope for those students whose world he so vividly describes and be fairly certain that what he has to say will be read.

While everyone may not be able to paint as vivid a picture as Garvin paints in the opening example, and every article will not require one, there are several things a writer can do to make his message more effective.

- Know your audience. (You will write differently if you are presenting a family literacy proposal to a possible funder than if you are trying to recruit families for that program.)
- Use the active voice.
- Put statements in positive form
- Be concise
- Be clear
- Revise and rewrite

Always keep in mind that your goal is communication. If you do not get your message across, either because you fail to capture your readers' attention, or because your writing is weak, you have wasted your time, the printer's ink, and the paper on which your words are printed.

Beyond these losses is the lost opportunity to reach a funder, recruit a family--and in doing so--transform lives!

Communicating The Power Of Family Literacy

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A general audience, however, doesn't need to get bogged down in technical language. Your message will be more effective if it is direct and succinct. Always, however, provide your audience a place to go for more information.

Communication priorities are basic for any audience. Know the audience and know the type of message which will best reach it. This general rule is not media specific; it can be applied whether you use face-to-face contact, television and radio, print, or video. Whatever medium you do use, however, must also be appropriate for the audience. With this in mind, NCFL hopes to offer some tips for effectively communicating the power of family literacy in this issue.

The Power Of Effective Student Recruitment

How do family literacy programs recruit students? What medium reaches prospective students. What message gets their attention? Once they are in the program, what makes them stay? Kim Scott, a student at the Hazelwood Elementary Family Literacy Program in Louisville, Kentucky, tells how she heard about the program in the following:

I heard about the Family Education Program on the radio. I was at work when the advertisement for an Even Start program came on. I quickly jotted down the number and called the next morning. The person I talked to told me that a similar program was going to open up soon at Hazelwood Elementary. I talked to her a little bit about the program. We set up a day where I could come and see the rooms and meet the rest of the staff members.

When NiKimbra and I got there I met Rosemary Ortman. She and Bonnie Caskey came to the counselor's office and we talked about the program. I wanted to see the adult teacher whose class I would be in, but she was out

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The Power Of Moving Pictures

by Skip Hapner

One of the biggest challenges facing family literacy programs in the next few years will be marketing. Throughout the educational and business community management is fine tuning operations by trimming the budget. Unfortunately this means that fewer corporate dollars will be passed on to programs that provide a service to the community.

Competition for those corporate and/or government monies will be stronger than ever. Many organizations will be asking for the same piece of the pie. As you prepare grants and budgets, you should include a line item amount for marketing. As your program grows it is very important to make sure both the educational and business communities become aware of your successes. This is especially true if you are in a program like Even Start where the funding decreases each year.

There is no doubt about one thing. The people that make the decisions about where future funding will go are very busy. A lot of information crosses their desks, most of it written. It is impossible to read and remember every bit of information. Therefore, your information, your success story, must be unique.

I feel strongly that the best way to present information is through the use of a short video. A video will show your program at its best; a video will be remembered. Research confirms my contention. People are six times more likely to respond to a video than a printed brochure. Plus a video increases memory retention by as much as fifty percent.

By using video presentations, you can bring your program to life to those who never visit your classroom. Let them see that the people you work with are real: that they have real needs, and that your program is meeting those needs. Let them see firsthand how your participants react to the services you provide. Let them hear personally, through success stories, from those you have helped.

For example, in a tape we recently produced for the Ohio Department of Education we concentrated on the success stories of several participants in family literacy programs across the state.

These families were shown in ABLE classes, Early Childhood Educational Programs, and Parenting groups. They told us in their own words about their involvement and successes within the program. That approach was much more effective than just listing written comments and statistics.

Yes, video presentations can be expensive. But they don't have to be. The quality of video equipment is continually improving, and prices are coming down. Even the home video systems produce very good pictures. This means better prices for consumers of video production companies. You don't need a commercial quality type of video to tell your story. But you most likely cannot do it yourself. The real key to putting together a good video is in the editing and presentation. A good video should be clear and concise.

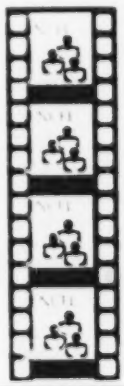
This child's excitement is apparent from the expression on his face. Video, however, would not only capture a look of excitement, it would bring the sound of his laughter to the viewer, as well.

There are people in your communities that can help. Talk to them, tell them what you need, ask about costs (especially what you can do to keep costs down), and, above all, ask to see some of their work before you spend that first dollar. If you are in a school system that has a video production class, check with the teacher. A wealth of information could be available from this source. If not, try the communications department of a university or college.

Keep in mind, however, the more involved your video production is, the greater your need for professional guidance.

Finally, you can only help those in need if your program is still a viable operation. Marketing is essential to obtaining continued funding and the other resources you need to keep your program operating.

(Skip Hapner owns a video production company in Dayton, Ohio. He recently developed a videotape on family literacy, featuring programs throughout Ohio.)



NCFL has produced several videotapes to help communicate various aspects of the Power of Family Literacy to different audiences.

"Breaking The Cycle" and "Toyota Families for Learning Program" focus on family literacy programs, defining what they are and telling about the families in them.

"A Success Story" introduces the viewer to the NCFL as well as family literacy, while "Empowering People: Parent Groups" and "The Power of Parenting: Parent and Child Interaction" help inform practitioners of family literacy of the techniques that make a program successful.

Pre-conference Professional Development Seminars Offer A Strong Foundation For Family Literacy Programs

Last year you asked for training opportunities during conference, and this is our response. Listed below are descriptions of three seminars that will simultaneously occur Thursday April 28 through Saturday, noon, April 30. These sessions are intended for participants who have had at least one year's teaching experience within a family literacy program. Each seminar is continuous and you will need to make a commitment to attend one. These seminars are in addition to the conference and cost $175.

• Building Curriculum Around The Healthy Traits Of Families: A Strengths Model

"... family literacy programs have found that while it is helpful to look at the work of other projects as a guide, the curriculum which will be most useful and relevant to each project must be developed with participation by learners and specifically for the learners in that project."

Gail Weinstein-Shr (1990)

Curriculum development, using the strengths of healthy families and the development of literacy, is the focus of this seminar. Dr. Meta Potts, NCFL director of the Bureau of Indian Affairs Family and Child Education project, and Sharyl Emberton, family literacy specialist, will facilitate an examination of the philosophical base and underlying assumptions of developing curriculum with the belief that all families have strengths.

You can expect that this team's experiences with Native American culture for the last three years will influence the content and feel of this seminar. Because the basic belief of all NCFL training and staff development is that training must be interactive, you can expect to do most of the work! Look forward to discovering strategies (1) for identifying family strengths; (2) for helping adults assess their own strengths and the talents of their children; (3) for examining the gifts you bring to a family literacy program and (4) for creating curriculum once you have identified talents and goals.

An outcome of this seminar will be you taking the first steps toward the development of curriculum ideals based on a family's ability to address their own goals and needs.

• Aspects Of Learning: A Whole Language Perspective

"Whole language is a way of looking at how people, both children and adults, learn and use oral and written language. It is a particular perspective about language teaching and learning; it is a theoretical orientation, a 'philosophy.'"

Frances E. Kazemek (1989)

The Whole Language Approach for adults is developmental and is driven by the experiences of the adult student, which means that instruction must build on and connect to an individual's life and language experiences. This approach incorporates the four language modes: listening, speaking, reading, and writing; and language experience practice is tied to purposeful, functional, and real tasks.

Adult students in the whole language classroom will be participating in their learning as active readers and writers. As seminar participants, you also will find real reasons to read, write, speak, and listen. The best way to learn whole language strategies is to experience whole language strategies. Ardith Hannula, NCFL family literacy specialist; Dr. Leslie Mass, NCFL family literacy specialist; and Nancy Spradling, director of training, will facilitate this seminar.

Family literacy programs focus on the natural context for family literacy acquisition—the home. You will explore strategies for helping parents learn to support the emerging literacy abilities of their own children. A highlight and outcome of the seminar will be to develop strategies for incorporating community resources into family literacy programs using a whole language methodology.

• Parent/Child Interaction, Parent Support Groups and the Family Portfolio

"The value of education is transferred from one generation to the next. In order for this transfer to be accomplished, the elder generation needs to value education themselves and feel competent in and of themselves to support and guide the younger generation's educational efforts. The social system of the family provides the basic tools of thought..."

Bronfenbrenner (1979)

The importance of fostering positive family interaction is directly connected to interrupting the cyclical effects of poverty and undereducation. The messages parents give to their children concerning education directly affect that child's ability to learn and succeed. This seminar, faciliated by Bonnie Lash Freeman, director, training, planning and development; Bev Bing, family literacy specialist and Jefferson County Public Schools family literacy liaison; and Nancy Spradling, director of training, will address how the duration, intensity and integration of family literacy programs influence those messages.

How do you promote positive interaction between parent and child while honoring the existing relationship? Are there different strategies that programs can design to promote family interaction through home visits? How do we document change in family interaction and promote reflection and growth among family members? How do we support inclusion of the "significant others?" How does the ethnicity and

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National Conference Draws Leading Educators, Policy Makers, Thinkers

From nationally-recognized literacy experts, to world-famous news commentators, everyone who has an interest in family literacy and how it impacts the nation will be at the Third Annual National Conference on Family Literacy. Between May 1 and 3, the focus in Louisville, Kentucky, not only will be on the "Run for the Roses," but also on "Family Literacy: The Foundation for Strengthening a Nation." Conference participants, including business leaders and policy makers from across the country, will discuss and learn more about how family literacy is the critical base for improving the nation's social, economic, and education systems.

Organized around two major goals, the conference first will seek to frame the critical connection between the family literacy movement and the reform movements of the 1990s, then seek to strengthen the movement itself.

Featured speakers will include Lynn Woolsey, U.S. Representative from California's Sixth Congressional District; Charles Kuralt, CBS News correspondent and host of "Sunday Morning;" and Ed Zigler, Sterling Professor of Psychology at Yale University and

Congresswoman Lynn Woolsey

the driving force behind the first Head Start legislation.

Rep. Woolsey will speak to issues surrounding the connection of the family literacy movement to national policy initiatives and the critical issues facing the nation as the 20th century draws to a close.

As a member of the Elementary, Secondary and Vocational Education Subcommittee, Woolsey is leading congressional efforts to meet the health and social service needs of students by bringing these services to schools or nearby sites. She worked closely with the Clinton administration to include provisions for model coordinated services programs in its education reform legislation, and she is fighting hard to ensure that the upcoming re-authorization of the Elementary and Secondary Education Act contains even more extensive provisions. Woolsey will keynote the Monday luncheon.

Charles Kuralt, who captured the essence of family literacy in a February 1993 report about a literacy program for women in Bridgeport, Connecticut, will speak at Monday night's banquet. Dr. Zigler will keynote the final morning of the conference, Tuesday, May 3. His remarks will focus on family literacy and schools of the 21st century.

Plenary and Concurrent Sessions

In addition to these keynote addresses, 26 conference plenary sessions and more than 100 concurrent sessions are planned over the three days. Sunday plenary sessions will focus on family literacy and the national initiatives for health care reform, school reform,

Hear These And Other Distinguished Speakers At The National Conference On Family Literacy

- **Judy Alamprese**, COSMOS Corporation
- **Helen "Jinx" Crouch**, president, Literacy Volunteers of America
- **Dr. Stephen Daeschner**, superintendent, Jefferson County [Kentucky] Public Schools
- **Jon Deveaux**, executive director, Bronx Educational Services;
- **Charles Geboe**, Branch of Elementary and Secondary Education, Department of the Interior
- **Dr. Olivia Golden**, commissioner, Administration for Children, Youth and Families
- **Dr. Grace Pung Guthrie**, senior associate, Far West Laboratory
- **Dr. Andrew Hartman**, director, National Institute for Literacy
- **Dr. Andrew E. Hayes**, associate professor, University of North Carolina-Wilmington
- **Dr. Augusta Kappner**, assistant secretary for Vocational and Adult Education
- **Rhea Brown Lawson**, doctoral student/consultant, University of Wisconsin-Madison
- **Mary Jean LeTendre**, director, Compensatory Education Program, Office of Elementary and Secondary Education
- **Jean Lowe**, GED Testing Service
- **Joanne Lukomnik**, MD, MPH
- **Dr. Abdun Noor**, senior educational planner, The World Bank
- **Dr. William W. Philliber**, Philliber Research Associates
- **Dr. Douglas Powell**, professor and head, Child Development and Family Studies, Purdue University
- **Dr. Linda G. Roberts**, special advisor on Educational Technology
- **Bea Romer**, first lady of Colorado
- **Jim Sakaguchi**, public affairs manager, Toyota Motor Corporate Services of North America, Inc.
- **Tony Sarmiento**, assistant director, AFL-CIO Education Department
- **Dr. Catherine Snow**, chair of human development and psychology, Harvard Graduate School of Education
- **Dr. Susan Vogel**, National Institute for Literacy
- **Lynn Waihee**, first lady of Hawaii, Governor's Council for Literacy
- **Dr. Peter Waite**, executive director, Laubach Literacy Action
- **Dorothy Washington**, child advocate, Books, Reading and Self-Esteem
- **Dr. David Weikart**, president, High/Scope Education Research Foundation
- **Gail Weinstein-Shr**, assistant professor, San Francisco State University;
- **Dr. Heather Weiss**, director, Harvard Family Research Project
- **Dr. James K. Zaharis**, superintendent of schools, Mesa [Arizona] Public Schools

welfare reform, special issues of English as Second Language and Native American populations, and global development.

Prominent experts will discuss the role family literacy must play in order for those reforms to achieve maximum success.

Monday's plenary and concurrent sessions will address the question, "How will collaborations with related service providers and connections to national initiatives and local, state and national programs strengthen the family literacy movement itself?"

Discussion will center around family literacy and Head Start, Even Start, the workplace, volunteers, emergent literacy, adult education, corporate partnerships, learning disabilities, technology, parent education, libraries, cultural diversity, the NALS report, research, assessment, student achievement, and family literacy at home.

Preconference Opportunities

Prior to the opening of the conference at 1 p.m. Sunday, NCFL will sponsor pre-conference professional development trainings. These trainings will begin on Thursday morning, April 28, and close at noon on Saturday, April 30. Interested professionals may register for any one of the three separate seminars (see page 5 for details).

On Sunday, May 1, from 9 to 11:30 a.m., seven organizations with strong connections to the family literacy movement will present pre-conference workshops. Conference participants may choose a workshop presented by Literacy Volunteers of America, HIPPY, High/Scope, Baby TALK, Avance, Parents as Teachers, or Learning Disabilities and Family Literacy.

NCFL, in cooperation with the Office of Compensatory Education of the US Department of Education, and Research & Training Associates, Inc., will conduct a two-day conference for Even Start state coordinators on April 29 and 30. The theme will be "Building State Alliances for Family Literacy."

This conference is the initial activity in a series of strategies designed to assist the Even Start state coordinators to plan and implement a statewide family literacy program.

Conference and "Derby Week" Special Events

Saturday, April 30: Meeting of the Advisory Board of the National Coalition for Literacy.

Saturday afternoon, April 30: 4 p.m. VIP Reception at the Kentucky Art and Craft Gallery honoring early arrivals

Sunday evening, May 1: Opening General Reception in the Convention Exhibit Hall

Sunday midnight: Midnight cruise aboard Ohio Riverboat, the Star of Louisville **(sold out)**

Monday evening, May 2: Grand Banquet featuring Charles Kuralt with Master of Ceremonies Wally Amos

Tuesday afternoon, May 3: An afternoon at the races at historic Churchill Downs, including special seating **(seating limited - register immediately to ensure availability)**, a late afternoon Southern buffet, and transportation to and from the hotel or airport.

Conference Fees & Registration

Name _____

Badge should read _____

Organization/Institution/Affiliation _____

Address _____

City _____ State ____ Zip _____

Telephone _____ I identify myself as:

Arrival Date _____ Time _____ ___ Instructor/Practitioner ___ Policymaker/Administrator

Departure Date _____ Time _____ ___ Researcher ___ Other

Registration Fee $275 $ _____

Pre-conference Professional Development Training ($175) Circle one: A, B, C $ _____

Pre-conference Workshop ($20.00) Select one _____ $ _____

Star of Louisville Cruise - Sunday Evening, May 1 ($15) SOLD OUT $ _____

Afternoon at the Races - Tuesday, May 3, 2:00 to 5:30 ($42.50) (LIMITED SEATING) $ _____

Total $ _____

___ Check Enclosed ___ Mastercard ___ Visa

Card Number ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ Exp. Date ☐☐ ☐☐

Signature _____

Please invoice my agency **(You must enclose a purchase order or letter of approval)**

Please mail to: National Center for Family Literacy, Waterfront Plaza, Suite 200, 325 W. Main St., Louisville, KY 40202-4251

Look Into Books With Dr. Seuss And Friends Continues To Have Impact On Families

What started in 1993 as a joint effort between Kellogg USA and the National Center for Family Literacy to distribute 500,000 Dr. Seuss Beginner Books to Chapter 1 designated schools, continues to expand.

Recently, four federal correction facilities (one each in Pennsylvania, California, West Virginia, and Kentucky) received the books to use in a family reading program with a slightly different twist.

Inmate parents will be taped reading the books (either on videotape or audio tape), then both the tape and the book will be sent to the inmate's children so they may read along with their parent.

In addition to the federal correctional facilities and the schools, Dr. Seuss books also were shipped to Even Start and Head Start programs.

NCFL and Kellogg USA have received numerous notes of thanks from parents throughout the country.

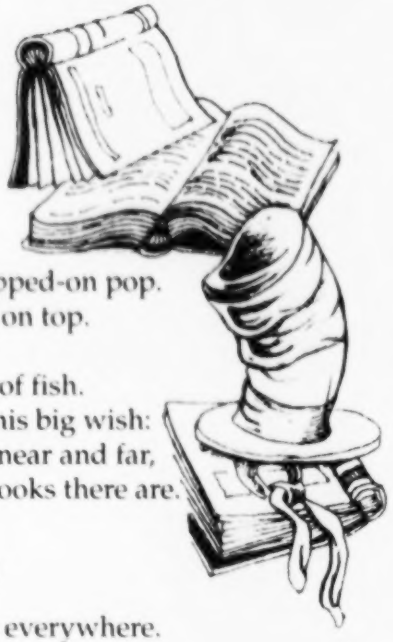
The words of one parent, Esa Lee Johnson, Rochester, New York, are typical of these responses:

"Thank you for giving me and my child something we can do together. We have read it at least three times. We will enjoy the book for a very long time."

The 500,000 Books of NCFL

One book
Two books
Red books
Blue books.

Yellow books
Blue books
Orange books
New books.



One book has a hopped-on pop.
One book has a cat on top.

One book has a lot of fish.
All of them bring this big wish:
For family literacy near and far,
Oh! What a lot of books there are.

From there to here,
from here to there,
moms and kids are everywhere.

Here are some who go to school.
Ask them, they'll say school is cool.

There are some who like to play.
They play and learn at school all day.

Here and there they like to read.
This is where the moms can lead.

Together they read Dr. Seuss.
He's such a silly, loosey goose.

From NCFL and Kellogg, too,
We sent these books to you, you, you
In Even Start and Chapter One.
Oh! These books are lots of fun.

To Head Start, Toyota, and others as well.
Say! These books are really swell.

So do we like green eggs and ham?
Yes. We like them Sam-I-am.

And fish that rhyme.
And cats with hats.
We like them all.
Imagine that.

by Janene Leonhirth and Susan Paull, with apologies to Dr. Seuss.

(In Case You Missed It Last Time)

Everything You Need to Know about THE NATIONAL FAMILY LITERACY PROJECT

(in a nutshell)

What

The National Family Literacy Project (NFLP) is a service of the National Center for Family Literacy (NCFL), funded by the National Diffusion Network. The NFLP provides a mechanism for identifying and disseminating innovative family literacy programs and practices.

Why

Family literacy is a new and rapidly growing field. Programs all over the country are developing new ideas and practices to meet the needs of local communities and families and match the priorities of local sponsors. The NFLP enables new programs to profit from the experiences of others. By identifying and disseminating innovative family literacy programs and practices, the project will allow program planners to choose a model that best suits their needs.

Who

The NFLP is looking for family literacy programs that have something special to share with the field. To be eligible, programs must serve disadvantaged families and must include four components: (1) adult literacy / basic & life skills instruction, (2) early childhood education, (3) a parent education and support group, and (4) regular opportunities for parent and child interaction. The components must be integrated to form a comprehensive, family-focused service approach.

If this sounds like your program and you have a unique success story to tell, you may want to apply to the NFLP.

How

The process will include a formal application in three parts: a completed self study using the NCFL'sStandards instrument, evidence that the program is having an effect on participants, and a description of any specialized or unique program feature(s). For qualifying programs, the process will continue with a site visit. Validated programs will become part of a network of exemplary programs disseminated by the NFLP.

Stay tuned to the NCFL newsletter for updates on the next round of the process.

For more information, contact the National Center for Family Literacy at (502) 584-1133.

Making a Difference Over Time - Proven Programs Have Staying Power

The programs featured in this section have several years' history behind them. Each of the programs is based on a comprehensive, four-component model, and each has weathered a storm or two in developing creative approaches to meeting the needs of families. These highly successful programs share some of the lessons they have learned over the years.

Beyond The Basics

by Wilma Harry
Indianapolis Public Schools Even Start Program Director

Without exception, parents have given their need for child care and their desire for a General Education Diploma as primary reasons for entering the Even Start Program. While these are worthy goals, staff becomes challenged then to meet these needs of parents in ways that do not duplicate the failures of other systems in their history. The strategies developed define family literacy as we know it and meet required program objectives. Following are some of the extra ingredients (beyond the basics) of the IPS Program.

- Children's Literature in Early Childhood and Adult Education
- Computers
- Field Trips
- Social Service as an Integral Part of the Program (a social worker is on staff at each site)
- Combination of Center-Based and Home-Based Services
- Family Activities

While family literacy for us has come to mean all of the above in varying degrees, we have chosen to expend more energy this year than in the past on fun family activities through more community involvement and collaboration:

Green Eggs & Ham Breakfast

Capitalizing on the "Look Into Books with Dr. Seuss and Friends" reading program of the National Center for Family Literacy and Kellogg U.S.A., "Breakfast with the Stars and Dr. Seuss" became a reality. Parents and children prepared breakfast for themselves and invited guests from the community. Among the guests was a local television personality (Reid Duffy) who routinely goes to the better restaurants in the community (with media coverage) for a first-hand evaluation of their cuisine.

The program for this event included the appearance of the Cat in the Hat, who read *Green Eggs & Ham*. Awards also were presented to the two families who reported reading the most books during the RIF Celebration of Reading Contest. These families received donated magazine subscriptions. Most of the food and paper goods also were provided through donations from local grocers and drug stores.

Family Fun & Games

What is Family Math? Family Math is a way for the adults and children in a family to enjoy doing mathematics together. Family Math is doing activities and playing games; organizing information in new ways; sorting things and learning about logic; exploring shapes and geometry; estimating and developing number sense; finding that math is a treasure we all can share; giving parents and children opportunities to develop problem-solving skills and to build an understanding of math concepts with "hands-on" materials, such as blocks, beans, toothpicks and other household items.

Through the Family, School and Community Partnerships Projects, selected Even Start staff have attended workshops to learn more about Family Math and Family Science. The games and skills learned have been used with success in the home-based curriculum and were the focal point of the IPS Even Start Family Fun and Games Night on February 24. With the help of the local Parks Department, Even Start families from all sites were transported to a Parks Department facility for an evening of fun. Even Start staff were joined by staff of the Family, School and Community Partnerships Projects in leading family math and games for all ages. Pizza and drinks were provided courtesy of a local restaurant.

Career Day

All Even Start sites and Cold Spring School will be involved in career exploration and awareness activities which involve the community in planning and implementing a "Career Day." Using parents, friends, neighbors, professionals and paraprofessionals as volunteers, age-appropriate presentations will enable students to learn more about numerous careers available to them and to members of their families. This has become a school-wide effort for all students enrolled. The school Parent Teacher Organization will provide refreshments.

These special services and programs enhance the basic family literacy model and enable Even Start to continue to meet families' needs through comprehensive and creative programming.

Making a Difference Over Time - Proven Programs Have Staying Power

Next Steps (After the GED)

by Cindy Nelson
Even Start Program, Salem Oregon

In the Salem, Oregon Even Start Family Literacy Program, we find that students make many life-changing decisions. They set goals for themselves and their families, proceed to achieve goals, alter them to fit the reality of their lives, and create new goals. During this time of change and growth, we offer families the stability of staying in the program for a full academic year. In fact we ask students to make a commitment to participate for a year and we, in turn, promise to serve them and their families for the year.

What happens when an adult student completes the GED requirements mid-year? In Salem, students have several options.

- A student may decide to volunteer in the community-at-large, at a school where their other children are enrolled, or the school where our program is located. A student interested in nursing volunteered at a nearby hospital to experience the reality of the career. Another student interested in working with computers and learning Spanish volunteered on-site in a sixth grade bilingual classroom. She helped students with computer skills and began to learn to communicate in Spanish. Another parent spends one morning each week in her older child's classroom listening to third graders read. The variety is as great as the number of families served.
- Some students have a special area of study they want to focus on such as computer skills, language skills, or life skills. They are able to set up a plan of study with the staff to achieve their goals.
- The Salem program is a partnership between the local community college and the public school district. When students are ready or after completing the GED, they may attend college classes on campus during their adult education time. On-site at Even Start, students are enrolled in a for-credit parenting class and non-credit developmental education classes. Other classes are taken on campus in an integrated classroom.
- Still other possibilities are explored when students suggest them.

These options fit into the prevocational skills component of the Even Start program. In order for students to try these other options, they must plan for all the contingencies that occur—just as they will when they begin working. Some of the plans include:

- getting the preschool child on-site by 8:45 a.m. so the child can participate in the early childhood component;
- being back on-site and available for the Parent & Child Together Time and the Parent Support/Education Time from 11:30 a.m. to 2 p.m.;
- arranging transportation to the college or the volunteer site (the program supports students by paying mileage);
- enrolling in the community college as a regular student (this includes completing a career exploration program, registering for classes, applying for student financial aid, and arranging child care if the college class meets on days when our program is not in session).

Our philosophy is to serve the whole family. We believe that allowing students to remain in the Family Literacy Program for a full year supports the family. If we require or encourage students to leave before the end of the academic year, we are only serving adults in the area of basic skills. We feel it is our purpose to do more for students by helping them improve their skills in all areas of life. We all know it takes more than reading, writing, and 'rithmetic to be a success in life.

Patchwork Funding (Or Life After the Grant Ends)

by Jane Fleming
FIST Program, Vance County, North Carolina

What happens to family literacy when the funding runs out? The question becomes even more difficult to answer when the program has been a "Cadillac program" with a generous grant and 100% commitment to the idea of family literacy. This was the dilemma in Vance County, North Carolina, three years ago with a program called "Families in School Together," or FIST.

Vance County received one of the four original Kenan family literacy program grants in 1988, as a result of the cooperative efforts of the superintendent of schools and the president of the community college. Because the program was very successful and the staff was enthusiastic about the concept, both partner agencies wanted FIST to continue in Vance County.

As the end of the grant drew near, the search for continued funding began. The school system committed to fund the early childhood portion as a Chapter I pre-school, and the community college agreed to fund a portion of the adult class at its part-time hourly rate for 16.5 hours per week.

Making a Difference Over Time - Proven Programs Have Staying Power

Since the adult teacher was a full-time employee, this did not completely cover the expense of the adult class. The college got an additional $15,000 grant from the North Carolina Department of Community Colleges, and the school system agreed to pay 40% of the adult teacher's salary and have her work for Chapter I two days each week. This patchwork funding has made it possible to continue Families in School Together for the last three years.

A change in funding necessitated some minor changes in the program. In the original model, the program was open to 15 adults from all over the county with their 3- or 4-year-old children. However, the new funder, Chapter I, requested that the pre-school class be made up of 10 children from the school district attending without a parent (just as in other Chapter I pre-school classes) and 10 children who would attend with parents. The adult class then needed to accept five adults without children in order to have a class size of 15.

The changes in enrollment composition brought about slight program changes. During PACT time, either the pre-school teacher or assistant takes the 10 children without parents to another room for additional small group time; the five adults without children remain in the adult class, taking advantage of computer availability; and the 10 families have PACT time with one teacher present. The adult teacher moves between the two classrooms. In all other aspects, PACT time remained the same.

Important community linkages also were maintained through the changes. As a result of the close link between FIST and the JOBS Program from the Department of Social Services, they continue to refer JOBS clients and to provide transportation to and from school for these clients. The Department of Social Services has been very supportive during the six years of the program.

The experiences of the FIST program offer hope that family literacy can continue even after generous grants have ended. It is possible to put funds from several sources together, make necessary changes, and still remain true to the components and philosophy of a quality family literacy program.

And now the rest of the story— Update on the National Family Literacy Project

Response to the National Family Literacy Project has been exciting. We have had calls from 75 programs inquiring about the project and many interesting and informative conversations. Inquiries have come from progams in 29 states, representing a variety of different agencies and funding sources, including public school districts, community colleges, community based organizations, Even Start, Head Start, adult literacy, and adult education programs. Many callers have indicated that they are interested in applying in the future, and 47 programs requested the application this year.

The applications were mailed in early February. When they are returned in late March, NCFL staff will review them, and visit those programs that are chosen to continue the evaluation process. (All applicants will receive feedback regarding their submittals, as time permits.) The next step will be a review by a panel of national experts in family literacy and related fields. This panel will examine the applications and site-visit reports and make recommendations on validation. We hope to make decisions in June and announcements about the validated programs at that time. Watch for an update on the process in the next newsletter and information on validated programs in the fall newsletter or a special mailing in the summer.

All the validated programs—variants on the basic family literacy model—will be members of a new network of programs to be disseminated with assistance from the National Center for Family Literacy. Information on these "model variants" will then be available to interested practitioners and program planners.

The National Family Literacy Project will be accepting a second round of applications next year. In the meantime, we are collecting information on promising practices in family literacy.

***Please send us information you would like to share about your program—brochures, articles, or anything that highlights your program's special features and accomplishments. As we hear from you, we will continue to feature programs in this section of the newsletter and answer requests for information from the field.

NCFL Announces Five Finalists For Knight Family Education Program

The National Center for Family Literacy has reviewed the pre-applications received for the Knight Family Education Program, and selected five from 18 of the 26 cities eligible to continue the proposal process.

These finalists and their sponsoring agencies are:

Akron, Ohio
(University of Akron)

Fort Wayne, Indiana
(Three Rivers Literacy Alliance)

Miami, Florida
(Dade County Public Schools)

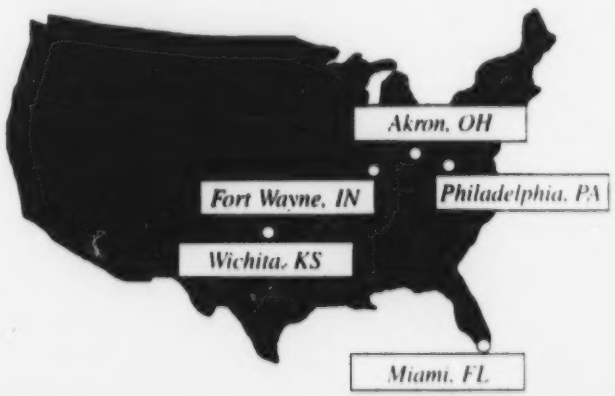
Philadelphia, Pennsylvania
(Mayor's Commission on Literacy)

Wichita, Kansas
(Wichita Public Schools)

Two of the five finalists will be chosen to share a $697,250 grant over four years from the Knight Foundation. The grants are meant to encourage effective collaboration among local organizations, a comprehensive approach to illiteracy and communitywide attention for education and literacy issues; thereby enabling NCFL to expand its communitywide approach to family literacy.

A formal announcement of the two selected Knight cities will be made during the May 1-3 National Conference on Family Literacy in Louisville, and/or at press conferences in the two cities in late April.

Knight Education Program Five Finalists



Applicant Cities

San Jose, California	*Milledgeville, Georgia*	*Columbia, South Carolina*
Boulder, Colorado	*Columbus, Georgia*	*Tallahassee, Florida*
Wichita, Kansas	*Biloxi, Mississippi*	*Bradenton, Florida*
St. Paul, Minnesota	*Detroit, Michigan*	*Miami, Florida*
Fort Wayne, Indiana	*Charlotte, North Carolina*	*State College, Pennsylvania*
Lexington, Kentucky	*Akron, Ohio*	*Philadelphia, Pennsylvania*

Toyota Receives Distinguished Partners In Education Award

The Toyota Families for Learning Program regularly awards its participants with increased skills, job placement, a smooth transition to extended training or higher education and renewed hope for a bright future for the entire family.

Recently Toyota Motor Corp. itself received the prestigious Distinguished Partners in Education Award from the Louisiana State Superintendent of Education and the Board of Elementary and Secondary Education.

Mr. Kunio Shimazu, President of Toyota Motor Corporate Services of North America, Inc., represented Toyota at the ceremony. The award is given annually to recognize and honor small and large businesses, industries, non-educational associations and individuals who have made significant contributions to education in the state of Louisiana.

Cox Cable, Exxon's Southeastern Production Division, PPG Industries, Inc. and USDA Agricultural Research Service, Southern Regional Research Center also were honored for their contributions at the awards dinner hosted by Cajun Electric Power Cooperative.

Louisiana's Distinguished Partners in Education Award reflects the success of the three Toyota Families for Learning Program sites in New Orleans and the expansion to a new site in Baton Rouge.

NCFL has long acknowledged Toyota Motor Corp. as our distinguished partner in education. Toyota's $5.1 million investment has grown into more than $16 million in commitments from the 15 participant cities.

Along with Louisiana's State Superintendent of Education and the State Board of Elementary and Secondary Education, NCFL congratulates Toyota for being a truly distinguished partner in education.

Read To Me. COLORADO

Celebrates March Kick Off

First Lady Bea Romer shares a book with children at the Paris Education Center in Aurora, Colorado.

The phrase "read to me" is usually expressed by a young child whose outstretched hand holds a favorite book. In Colorado this phrase has become the slogan for and title of a public awareness campaign that encourages parents to read to their children for at least 10 minutes every day. A kick-off celebration for "Read to Me, Colorado" was held on March 2, at the governor's mansion to bring together all the partners working on this project.

"Read to Me, Colorado" is part of the statewide Colorado Initiative for Family Learning under the leadership of First Lady Bea Romer. At the heart of the initiative is the Metro Denver Family Literacy Project, a participant in the Toyota Families for Learning Program sponsored by Toyota Motor Corporation through NCFL. After the kick-off celebration, Jim Olson, vice president, external affairs, Toyota Motor Sales U.S.A., joined Mrs. Romer, Lynne Waihee, first lady of Hawaii, Sharon Darling, president of NCFL, and others on a visit to one of the three Denver program sites. The visitors were treated to a warm welcome by the families and staff at Clayton Family Center.

"Read to Me, Colorado" is modeled after the highly successful campaign launched in Hawaii by Mrs. Waihee and the Rotary Clubs of Hawaii. The Metro Denver Family Literacy Project will directly benefit from the "Read to Me, Colorado" campaign through the efforts of Pizza Hut and Rotary of Colorado. Pizza Hut will promote the campaign through the sale of "Read to Me, Colorado" cards, available through selected Pizza Hut locations for $10. Customers will be entitled to purchase two-for-one pizzas with the cards for one year.

Rotary of Colorado, known for its focus on community service, will play an instrumental role in promoting the program through outreach to local organizations and by assisting in the sale of the cards. Money from the card sales will go toward a literacy fund that will support the current programs in the Metro Denver Family Literacy Project, provide funds for establishing new programs and support the media campaign. Revenue estimates for the first year range $200,000 to $400,000.

By placing family literacy programs at the center of its Initiative for Family Learning, Colorado is insuring that *all* families will be able to respond with confidence to a child's request of "read to me!"

'94 Coming Events

April 18-19. Even Start Family Literacy Institute. Hamburger University, McDonald's Campus at Oak Brok, Illinois. Contact: Vivian Powers-Richard, Early Childhood Director, Illinois Resource Center (708) 803-4381.

April 18-19. Second Annual Statewide Family Literacy Exchange. Saratoga Springs, NY. Contact: Pam Rosa or Julia Higgs, Center for Family Resources, 22 Jericho Turnpike, Suite 110, Mineola, NY 11501; (516) 873-0900; FAX 873-0949.

May 1-3. National Conference on Family Literacy. Louisville, KY. Contact: National Center for Family Literacy, Attn. Betty Gdaniec, Waterfront Plaza, Suite 200, 325 W. Main St., Louisville, KY 40202-4251; (502) 584-1133; FAX (502) 584-0172.

May 12-13. Illinois Work Force Education Conference. Roosevelt University, Chicago, IL.

June 17-18. First Annual Missouri Family Literacy Conference. Holiday Inn Executive Center, Columbia, MO. Contact: LIFT-Missouri at 1-800-729-4443.

June 23-25. Parents as Teachers National Center Conference. St. Louis, MO. Contact: Debra Ferguson, Parents as Teachers National Center, Inc. 9374 Olive Blvd. St. Louis, MO 63132; (314) 432-4330.

A Strong Foundation

continued from page 5

culture of the family affect the transfer of the message? An outcome of this seminar and a special event will be a "working" visit to the Louisville Science Center and a frank discussion with parents in a local program.

The Program Development and Training Department of the National Center for Family Literacy is working hard to make these special sessions relevant, memorable, and appropriate to your program needs.

Please join us in these specialty seminars that will stretch your knowledge of family literacy.

NCFL PUBLICATIONS

The experience of the National Center for Family Literacy has been documented in publications and on videotape.

V1 **Breaking The Cycle. $20**
A 14-minute videotape about the Kenan Model Program (VHS format).

V2 **Toyota Families for Learning Program. $20**
A 10-minute videotape about the Toyota Families for Learning Program. The presentation describes the highly successful project and introduces the viewer to some of the unique families enrolled in the program. The video also is available in Japanese. (1/2" VHS format)

V3 **Training Videos. $60 each; $100 for the set of two; manuals included.**
Empowering People: Parent Groups
This video includes excerpts from actual group sessions showing content and processes and highlighting skills needed by group facilitators. Includes supplementary manual.
The Power of Parenting: Parent and Child Interaction
This video demonstrates the power of parent and child interaction sessions. It includes actual footage of activities and staff and parent reactions. Includes supplementary manual.
Manuals available without videotapes. See P12 below.

V4 **A Success Story. $15**
An 11-minute videotape that introduces the viewer to family literacy and the services of NCFL. The tape summarizes the problems in America that can be addressed by family literacy, describes and illustrates the concepts of family literacy, and provides information that can assist local program planners in starting a family literacy program. This videotape provides an excellent orientation for policy makers, administrators, and community groups interested in family literacy.

P1 **A Guide to Funding Sources for Family Literacy. $10**
Describes funding sources, how to design a funding package and write a proposal. Updated November 1993.

P2 **Spreading the Word, Planting the Seed:**
The National Center for Family Literacy. $5
A summary of 1989-90 activities and accomplishments of the National Center for Family Literacy.

P3 **William R. Kenan, Jr. Charitable Trust Literacy Project: Final Report. $5**
This July 1989 report documents the results of 18 months of work with the families in the Kenan programs.

P4 **A Place to Start: The Kenan Trust Family Literacy Project. $5**
A narrative description of the Kenan Trust Family Literacy Project and the National Center for Family Literacy.

P5 **Past and Present Educational Experiences of Kenan Trust Parents. $5**
This exploratory study looks at past and present educational participation of 34 parents enrolled in Kenan Family Literacy Programs. The study describes the process of disengagement from schooling that led all of the respondents to drop out of high school. The sense of alienation from schooling persisted into adulthood and was a major factor in respondents' decisions to drop out of adult education programs. Results of the study showed that parents persisted in family literacy programs because the programs addressed their sense of alienation from schooling.

P6 **Evaluation of Family Literacy Program. $15**
A collection of the reports and a summary of the information collected by NCFL relating to results of evaluation of family literacy. Included are:
Follow-up Studies of Children Participating in the Kenan Project
Follow-up Study of the Impact of the Kenan Model for Family Literacy
What We Know
Results of a Follow-up Study of 14 Family Literacy Programs
Executive Summary of Research Being Conducted at Seven NCFL Model Family Literacy Sites
The Power of Family Literacy

P7 **Using Computers in Family Literacy Programs. $10**
This paper discusses strategies and activities that involve the computer as a literacy tool in intergenerational programs. The strategies describe ways to create an environment that encourages the computer to be used as a communications device, to generate original materials that encourage literacy development, and to offer unlimited possibilities for reciprocal learning between parent and child. The strategies and activities described are based on the experiences of teachers and students participating in the National Center for Family Literacy's Apple Partnership Program.

P8 **Portfolio Assessment in Family Literacy. $5**
This publication discusses the concept of authentic assessment and focuses on the use of portfolios as assessment tools in family literacy programs. The report defines the types of information and artifacts that can be included in portfolios, and discusses ways to analyze portfolio data.

P9 **A Strengths Model for Training in a Family Literacy Program. $5**
A publication that discusses the importance of identifying individual family strengths and using the findings when developing the family literacy model. The model that uses those strengths to create a literate environment in the home is a model that will have the greatest effect on the family. The publication also provides practical applications for the family literacy provider.

P10 **Family Literacy: The Need and the Promise. $5**
A six-page monograph, written by Sharon Darling, consisting of transcripts of her speeches and general information about the need for family literacy programming.

P11 **Generation to Generation:**
Realizing the Promise of Family Literacy. $19.95
This book provides a practical and thorough discussion of literacy issues as they impact the family unit. The book presents a scope of our nation's struggle with illiteracy; offers practical guidelines for establishing community programs that offer promising solutions; and identifies important ways that families can learn together.

P12 **Training Video Manuals. (Refer to V3.) Separately $10; both $15**

P13 **The Power of Family Literacy. $1 each for bulk shipments of 5 or more**
This report presents the evaluation of the 1992-93 Toyota Families for Learning Programs. The evaluation data indicate that adults participating in family literacy programs demonstrate greater gains in literacy than adults in adult-focused programs, participants in family literacy programs are less likely to drop out of the program than are participants in adult-focused programs; children participating in family literacy programs demonstrate greater gains than children in child-focused programs, and more educationally supportive home environments are reported by parents after participating in family literacy programs.

TO ORDER

Please complete the form below and return with payment to:
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Waterfront Plaza, Suite 200 • 325 W. Main St.
Louisville, KY 40202-4251

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Exp. Date [ ] Signature _____

Please invoice my agency _____
(you must enclose a purchase order or letter of approval)

Item # (P or V and #)	Price	Qnty.	Total
		Total Amount	

_____ *Please send additional information about training*
_____ *Please place my name on the mailing list*

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The Power Of Effective Student Recruitment

continued from page 3

getting more supplies for her rooms. Rosemary and Bonnie told me that there was an open house coming up and they were going to send me a flyer in the mail. I didn't get to come to the open house because I had to work, but I did come on the second day of school.

I met the adult education teacher, Ctoria. I believe that whoever hired these women knew that they were right for this atmosphere. I was so happy to be in school. I had my doubts though. When I first got there I thought this was going to be just like the other GED programs I had been to. I've been in this program for three years.

The first year I was here I thought that I was going to get my GED and they were going to put me out of the program. I later found out that the program is going to help me get into college. So that's when I really started getting on the ball. I now have four GED tests that I've already taken. I only have one left to take and that is the writing test. I love being in this atmosphere. The staff members here are very loving and caring. My youngest daughter, Andrea, was the first baby in this program. NiKimbra's been in this program for three years and she has matured a lot.

I feel really comfortable knowing that my children are well taken care of and that they are right next door. The staff members here already know that most of the adults here are on government assistance; (AFDC) and try to help them as much as possible. I think of the staff members here as a loving family not as family education teachers. We all have matured in three years. I had the very first baby here and I'll be the first person in my family to go to college. That's why I've stayed in this program so long.

The NCFL Newsletter is a quarterly publication of articles and information relating to family literacy. Readers are encouraged to copy and share content from this newsletter. We do request that you credit NCFL as the original source of the information. NCFL was established with funding from the William R. Kenan, Jr. Charitable Trust.

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National Center for Family Literacy

SUMMER 1994 **VOL. 6, ISSUE 2**

Living in the heart of the bluegrass, in the shadow of Churchill Downs, analogies to horse races come all too easily. In the case of the Third Annual Conference on Family Literacy, however, while such an analogy may be an easy one, it also is an appropriate one.

From the opening call to the post on Sunday, May 1, to the closing rendition of "Fuquay for Tinhorns" sending conferees off for an afternoon at the races, the Third Annual Conference had all the energy and pace one would expect in Louisville, Kentucky during Derby Week. It also had all the energy and spirit one would expect from a movement which has grown in less than a decade from a mere idea to a movement with national scope.

"Last night, I thought, was the end of an old chapter and the beginning of a new chapter [in family literacy]," National Institute for Literacy Director Andy Hartman told the large group gathered for the closing luncheon. "Family literacy has broken out of some of the early bounds it had around it and has really arrived."

That the bounds around family literacy have loosened was more than evident from the variety of plenary and concurrent session topics. Building on the general conference theme, "Family Literacy: The Foundation for Strengthening a Nation," the Third Annual Conference on Family Literacy explored everything from family literacy and its connection with Head Start, Even Start, welfare reform, health issues, and the workplace, to collaboration, special populations, and learning techniques.

"Words provide more than fact . . . Words lift the spirit; they have in them the potency of life. Words are absorbing and voluptuous. We should gloat over a book, Robert Louis Stevenson said. Be rapt clean out of ourselves."

- Charles Kuralt

The Third Annual National Conference drew participants from all segments of the family literacy family—teachers from programs around this country as well as from two foreign countries; policy makers such as Congressman William Goodling, a proponent of family literacy since its beginning, and Congresswoman Lynn Woolsey; distinguished thinkers, such as Dr. Ed Zigler, father of Head Start; long-time friends of the National Center for Family Literacy, like Wally Amos, Dr. William Friday, of the William R. Kenan, Jr. Charitable Trust, and Jim Sakaguchi, of Toyota; and new friends of the National Center for Family Literacy, such as special keynote speaker Charles Kuralt, and Jim Spaniolo of the Knight Foundation.

Conferees also "were privileged and blessed to hear the real experts" in the field, "the family literacy students," noted Sharon Darling at the closing luncheon. Not one of the 1,400 in attendance to hear Mr. Kuralt speak Monday night would have disagreed when he said "words lift the spirit," but one only had to listen to the students share their stories for affirmation that education brings joy to life and empowers families.

May 1-3 was a time for sharing, learning, teaching, and growth.

"We took the next steps in making the family literacy movement itself stronger so that it can bear the weight of the many families who rely on its source," Mrs. Darling told conferees at the last session. "I think we also began to view family literacy as an emerging field of professionals with experience and expertise in related fields."

PS 023112

Special Conference Wrap-Up Issue

EDITORIAL

by Sharon Darling, President, NCFL

As we reflect upon the Third Annual Conference on Family Literacy, it is apparent that the family literacy movement is rapidly becoming more than just a movement. It is becoming an institutionalized field with critical needs for the future. The most critical of those needs is to build and strengthen the infrastructure of the burgeoning field to sustain and develop family literacy programs nationwide.

Nationally, family literacy has the beginning of this infrastructure and a strong foundation on which to build. Model programs, training and technical assistance systems, and intensive evaluation efforts are emerging and developing. They need to continue to be nurtured and strengthened.

A strong infrastructure must be grounded in public policy that facilitates the development of programs and forges links between related services and agencies that share similar goals and priorities.

As we heard at the conference, strong connections are evident between 1) social policy decisions and strong families; 2) school reform and literate families; and 3) economic development and self-sufficient families. These connections place family literacy at the core of the nation's social policy agenda. Policy decisions that are being made about the nation's future must be rooted in education and the family to be fully successful. These connections are beginning to be articulated at the highest levels of government.

In education reform policy, the vision must be expanded beyond serving children enrolled in pre-K through 12 with parent involvement activities thrown in as an afterthought. The educational needs of the entire family, the support for education in the home, and the effectiveness of parent-child interaction must be addressed. Comprehensive family literacy programs do these things. And comprehensive family literacy programs can and must share with the education reformers the lessons learned so they become models for systemic change.

In welfare reform, strategies must be identified that will move families from dependence to independence. Getting a GED and learning English as a second language are good steps—but only first steps—in the direction of self-sufficiency.

Employability skills—such as cooperation, teamwork, problem-solving, and communication—too often are ignored, but without them, parents struggle in vain to maintain good jobs and support their families.

A good family literacy program attends to these next steps—making sure that goals to independence are reasonably set, progress is consistent and the goals are achieved. In family literacy, we can and must advocate for a new vision for welfare reform, one that not only moves adults from dependence to independence, but strengthens the family at the same time—building the foundation, not just the scaffold.

As the debate on health care reform escalates, reform planners must realize that insurance coverage and access to quality health care are only parts of the issue.

What we really are talking about is education—the knowledge and desire to practice preventive care, the initiative and discipline to follow through, and the wisdom and confidence to seek help when needed.

It's education and awareness of the parents' vital role. Adults must understand that what they do as leaders of the family in terms of nutrition, rest, exercise, and fun really does make a difference in the family's mental and physical health.

Quality family literacy programs address these health issues head-on by working with the parents and the family unit as the point of intervention. We know that young children in poverty don't make decisions about health care—their parents do!

As members of the family literacy community we must communicate these links to reform issues at every opportunity—at the local, state, and federal level. Our programs must be strong—in research and in practice—but our voices must also be strong in addressing those who make the decisions that affect families. We must work to influence the national policy agenda if family literacy is to play an important role in strengthening the nation.

Our vision at NCFL is that in the future there will be universal access to quality family literacy programs so that in each community parents and children have an opportunity to become strong and self-sufficient through education.

It may not happen in 1994, or '95, or '96, but with everyone working together, family literacy programs will be in <u>every</u> community in the nation. They will be strong programs of the highest quality. They will be supported by numerous funding streams—not all new money—but money redirected so as to have the greatest impact.

These programs will be based on solid research and supported by policies at every level that encourage collaboration among public agencies and the private sector. This vision will include teachers, coordinators, planners, case workers, researchers, community leaders, and others who are now in the process of developing a whole new paradigm that is family literacy.

The vision is not an impossible dream. We are well on the way to making it a reality. We took another step in that direction at the conference, and we will continue to move closer to it as we apply the knowledge we acquired at the conference in our daily work on behalf of families.

A Conference Overview

Family Literacy: A Foundation For Strengthening A Nation

The literacy problem is one "that touches almost every major issue out there today," Louisville Mayor Jerry Abramson told conferees. Although Abramson specifically spoke of the problems facing the nation's cities, his statement had an all-encompassing truth to it that reached the core of this year's conference theme.

It was evident from the wide array of topics covered in the concurrent, plenary, and general sessions, that family literacy connects a varied and large number of public issues, academic disciplines and reform initiatives.

Family literacy is the cement between health care, welfare, and school reforms, Even Start and Head Start, as well as such seemingly unrelated things as cultural diversity, corporate partnerships, and evaluation and assessment. These are connected, much as the blocks in a firm foundation are bound together.

"The best weapon against crime . . . doesn't fire a bullet. The best weapon against crime provides jobs and job training, education, decent housing, health care, day care and Head Start programs."

- Louisville Mayor Jerry Abramson

An enthusiastic and energetic group of more than 1400 people gathered in Louisville May 1-3, not only to explore the existing connections, but to find new ones, as well.

Even before the official opening of the Third Annual Conference on Family Literacy, however, several hundred conferees got an early jump on the event. Even Start state coordinators convened in Louisville for a two-day meeting beginning April 29. Congressman William Goodling, who authored the Even Start legislation, and Mary Jean LeTendre, director of compensatory education for the U.S. Department of Education, led the group as it discussed changes to the Even Start legislation, and, subsequently its future direction.

After last year's conference, many people requested more training opportunities from NCFL during the conference. In response NCFL offered three pre-conference professional development sessions which focused on whole language, strengths models, and family portfolios. More than 170 people took advantage of this opportunity to add to their professional development.

And, in the truest sense of networking and interacting with others in the field, nearly 300 people attended the Sunday morning pre-conference workshops sponsored by such groups as HIPPY, High/Scope, Literacy Volunteers of America, and Parents as Teachers.

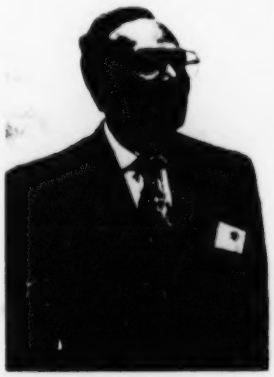
The pace did not lessen for the conference itself. Participants were in for 48 hours of nonstop sessions and opportunities to interact with others in the field. It was impossible for anyone to attend all of the sessions and events. So, in an effort to further connect with conferees, as well as those who could not attend, we offer the following synopses of some of the many conference sessions.

The Sessions

That the conference pace and content held participants' attention from beginning to end was evident from the number in attendance for both the opening and closing sessions. In fact, on the last day the dining room was packed for the closing luncheon, a time when many normally leave to return home.

So, too, it was standing-room-only for one of the first plenary sessions on Sunday, May 1, when ***Mary Jean LeTendre*** discussed the Even Start reauthorization with conference participants. She attributed the size of the audience to the abiding interest in Even Start as a viable solution to the myriad of problems encountered when providing services for families and communities.

Ms. LeTendre's plenary session focused on the Even Start reauthorization now pending in Congress and its relationship with family literacy. She shared the results of a national Even Start evaluation, and told the group about some of the changes that



Literacy is a fundamental human right "recognized by the League of Nations, by the UN Charter, in state constitutions, etc. But having the right doesn't ensure you will get it."

- Dr. Abdun Noor

have been recommended for the new ESEA law:

- Any child enrolled in Head Start, Even Start, or other literacy programs can be immediately eligible for Chapter 1.
- Every school should have a transition plan for children in preschool type programs.
- One percent of all Chapter 1 money can be set aside for parents.
- There should be joint staff development between Head Start, Even Start, and related programs.

She added that although the new law will require that projects target an age group for at least a three-year span, full participation by the entire family will be strongly encouraged.

Also undergoing change in the 103rd Congress is the Head Start legislation. ***Olivia Golden***, commissioner for the Administration on Children, Youth and Families, the Department of Health and Human Services, reported that Head Start has a renewed commitment to quality programs across the nation which will be responsive to the needs of today's families.

She also said that Head Start is committed to forming partnerships to "put things together for families, rather than carve them up into small pieces."

Family literacy's connection to Head Start was affirmed shortly after the conference's end when the U.S. House of Representatives voted to require all local Head Start grantees to offer family literacy services to parents and preschoolers enrolled in the program. The Senate had so voted on April 28.

In its report, the House committee encouraged Head Start agencies "to seek to collaborate with such programs as Even Start where those are available, and to partner with local public and school libraries in communities where those institutions currently have family literacy programs in place. In Head Start communities where such services are not available, Head Start agencies are encouraged to develop local programs based on the known models that have been shown to provide strong results."

Family literacy also connects to other reforms on the nation's agenda. ***Dr. Joanne Lukomnik***, visiting senior health fellow at the U.S. Public Health Service's Bureau of Primary Health Care, noted that family literacy is tied to health care reform by the fact that literacy is a prerequisite to good health.

People who lack a high school education, she explained, are 50 percent more likely to get sick. Once they become ill, they may have difficulty reading the directions for their medications or comprehending their medical insurance. Those who lack literacy skills also may be unable to provide proper care for their children.

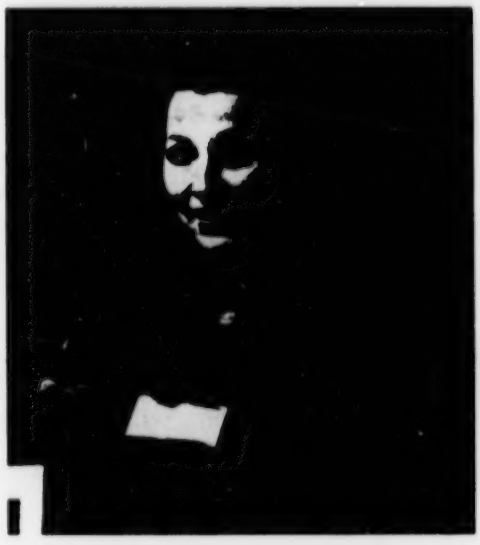
Dr. Lukomnik said that we depend on a literate environment for proper immunization procedure and health warnings concerning food poisoning, water contamination, and unexplained diseases.

With the greatest effort geared toward preventative health care, efforts to improve literacy must be addressed, as well. Dr. Lukomnik suggested teaching health care providers to recognize the signs of undereducation, provide tapes and explanations for undereducated parents, and obtain a pamphlet from the American Cancer Society about the readability of materials.

While ***Louisville Mayor Jerry Abramson*** spoke about the importance of family literacy in revitalizing our nation's cities and restoring a sense of community, in effect reforming our cities, two noted educators addressed the subject of reforming our schools. ***Dr. Stephen W. Daeschner***, superintendent of the Jefferson County Public School district in Louisville, and ***Dr. James Zaharis***, superintendent of the Mesa (Arizona) Unified School District, detailed how they plan to reform the public school systems in their communities.

Both have family literacy programs within their systems, and each underscored the importance of a family focused approach to education.

While reform initiatives are highly visible parts of the family literacy foundation, there is much more to the foundation that does not show. Conferees also were able to explore and learn about other important, but less visible



"Some semesters were more difficult than others, but none were without accomplishment. When my car quit, the children got sick, my two-year-old niece tore up and lost my major research paper, and the hamster died--those were days when I wondered if I was going to make it."

- Regina Lynn

issues, and consider how to raise awareness of these issues among policy makers, corporate partners, and others.

For example, several conference sessions focused on the connection between family literacy and effective research and assessment. ***Judy Alamprese***, director, Education and Training Group, the COSMOS Corporation, and Jean Lowe, director, GED Testing Service, American Council of Education, spoke on the connection between family literacy and assessment.

While the session focused on actual techniques and models of measurement, it also outlined the basic purposes of learner assessment: to provide information about learners, to provide information for programs concerning their effectiveness, and to provide policy makers with necessary information about the capacity and successes of programs.

Dr. William Philliber, senior partner with Philliber Research Associates, and ***Dr. Andrew Hayes***, professor of administration, research, and evaluation at the University of North Carolina, Wilmington, reported on their respective studies on family literacy.

Dr. Philliber noted that the data collected from the Toyota Families for Learning Program indicate five possibilities for family literacy programs:

- parents in family literacy programs learn more than parents in adult-focused programs;
- parents stay in family literacy programs longer than in adult focused programs;
- the longer parents stay in the program, the more they learn;
- there is an increased frequency of parental involvement in education by the parents in family literacy programs;
- children in the program learn at a faster rate and learn more than children in child-focused programs.

"I was a drug addict and a drug dealer . . . I had to turn my life around. . . I can be an asset because I understand young people. I now know the difference between self-destructive behavior and working toward positive self-improvement."

- Brian Jordan

"I'm proud of my own accomplishments . . . I'm also proud of my son and the things that he's accomplished. He's told everyone about . . . me going to school and I think it's affected his own performance.

- Don Coss

Dr. Hayes' research illustrates that the interaction of the various components of a family literacy program—integrated adult education, early childhood education, parent education, and personal development and job readiness—is what makes the program effective.

Dr. David Weikart founder and president of High/Scope Educational Research Foundation, used one of the most influential studies on the value of a quality preschool experience as the basis of his plenary session.

Dr. Weikart discussed the Perry Preschool Study of 123 African-American children and subsequent follow-up studies. He concluded that 1) a high quality early childhood program that involves child-choice empowers the child and gives him a sense of control over his actions; 2) a high quality program empowers parents, something family literacy offers to early childhood education by using a viable strategy for supporting parents through education and a connection to the home; and 3) a high quality program empowers teachers by strengthening their ability to observe children's strengths and talents and to build curriculum around those interests.

Two women who know firsthand how state initiatives work are ***Lynne Waihee***, first lady of Hawaii, and ***Bea Romer***, first lady of Colorado. Both Mrs. Romer and Mrs. Waihee have spearheaded successful *Read to Me*

campaigns in their respective states.

Because Mrs. Waihee was suffering from a severe case of laryngitis, her assistant, Sue Berg, spoke to the group on her behalf. She told the history of the Hawaii program, from its beginning in 1989 with three demonstration sites, to its partnership with NCFL, and its subsequent funding through Even Start.

The *Read to Me Colorado* program is similar to the Hawaii program. Mrs. Romer gave a brief history of her program before taking questions from the audience. Throughout the session, Mrs. Romer and Ms. Berg stressed the importance of partnerships between corporations and local and state government.

On the other side of the partnership issue, ***Hijime (Jim) Sakaguchi***, public affairs manager for Toyota Motor Corporate Services of North America, Inc., shared a businessman's perspective of family literacy and a corporate partnership.

Mr. Sakaguchi gave seven tips for family literacy organizations and agencies that are seeking corporate funding:

- Do not assume that corporations or executives know about your school system and the problems you face.
- Look at yourself as a business and quantify the benefits of your program in terms business can understand.
- Businesses can offer more than money. Consider management and technical expertise, corporate facilities, employees as mentors or volunteers, and used equipment.
- Timing for the school calendar (August or September to May or June) and business calendar (January to December) are different. The best time to approach a business for budget considerations is from November to February.
- Initial inquiry responses and setting up appointments for continued discussion are extremely important. The person who handles these needs to be knowledgeable about the program and the organization.
- Making the case for "recognition and credit" as reasons for a business to invest actually discredits the substance of the program. If the program is a good one, the recognition will come naturally.
- Assure the sustainability of your program by illustrating how it will continue to exist and grow after the funding from the corporation ends.

The foundation of family literacy, like our nation as a whole, comprises many cultures.

Grace Pung Guthrie, senior associate at Far West Laboratory and Chapter 1 Technical Assistance Center in San Francisco, and ***Dorothy Washington***, speaker and writer on innovative ways to promote learning and raise self esteem, spoke on family literacy and cultural diversity.

Ms. Guthrie and Ms. Washington noted that prejudice stems from fear and lack of understanding. If family literacy program providers want to ensure access to all children and parents, they said, they will seek first to understand, and then to be understood.

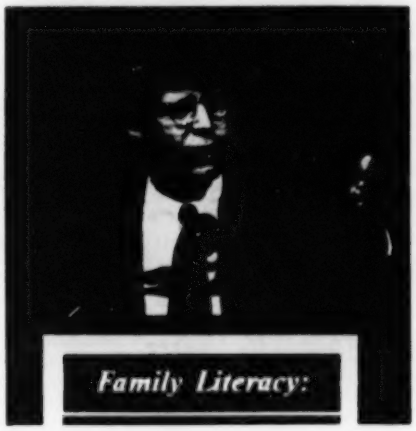
Understanding the overt strands of culture is not enough, though. There also must be an understanding of the implicit, invisible, unique, and hidden aspects of culture.

Ms. Guthrie offered CULTURE as an acronym for defining principles for successful multicultural education:

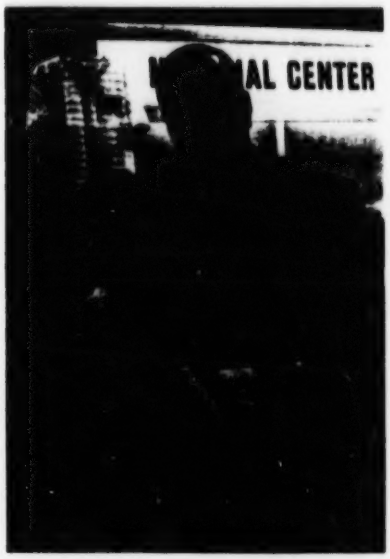
Consciousness
Understanding
Love
Teaching
Usefulness
Resourcefulness
Empathy

"Stop often, she said, "and ask yourself: Am I doing CULTURE?"

One of the more personal issues presented at the Third Annual Conference on Family Literacy dealt with family literacy and student achievement. One



"As the stakes rise, people are going to look to you and to your programs for more services . . . I think that's really where I see the [National Institute for Literacy] coming in. To help everybody in the literacy field to do their job. . . . I see you as the customers of the Institute. Tell me what the Institute needs to be doing to help you."
- Dr. Andrew Hartman



"Life is always lived one on one."
- Wally Amos

session in particular focused not on test scores and assessment, but rather on helping students find, and use, their voices.

Jon Deveaux, founder and executive director of Bronx Education Services, completely captivated the audience with his presentation. Through a skillful weaving of video and lecture, informal enough to invite audience participation, he focused on such examples as organizing a protest at City Hall, or writing poetry or an essay.

Powerful video of student-written short stories read by professional actors brought tears to the eyes of some in the audience.

Some students, however, may struggle to learn. ***Dr. Susan Vogel***, professor and chair, Department of Educational Psychology, Counseling and Special Education, Northern Illinois University, talked about the characteristics of adults with learning disabilities, pointing out how to recognize their signs.

Dr. Vogel also suggested that topics pertaining to learning disabilities be included in family literacy programs during parent time so parents can learn to recognize the early warning signs of this "hidden handicap" and learn how to structure the home environment or provide organizational needs to compensate for learning disabilities in their children.

She also said she recommends screening for learning disabilities at every important school transition and in the workplace and in vocational rehabilitation.

Just as there is more to the field of family literacy, there was more to the conference agenda.

Last fall, the National Adult Literacy Survey reported the state of adult literacy in the United States. ***Dr. Irwin Kirsch***, coauthor of the report, presented the findings to family literacy conferees and answered questions about those results.

Speaking on family literacy issues in the workplace, ***Tony Sarmiento***, assistant director of the education department of the AFL-CIO, referred to the report to emphasize the tremendous need for workers reading at the middle level of proficiency to be able to increase their thinking and reading abilities in order to complete more complicated tasks. Mr. Sarmiento noted that it will take increased commitment on the part of every facet of the community, with employers assuming their fair share of the responsibility, to bring America's workforce to this level of proficiency.

"Why does this warm and sort of rumpled fellow with the great laugh and that wonderful smile always grab our attention and keep it . . . . It's because we believe him. We trust him . . . he gets the truth and he tells us what it is."

- Dr. William Friday

"If I could put the American family together again, I could solve 90% of America's problems!"

- Congressman William Goodling

Community-based family support and education programs have been evolving over a 10-year period toward recognizing that we must break outside local boundaries and invent a new way of interacting with families.

Dr. Heather Weiss, founder and director of the Harvard Family Research Project at the Harvard Graduate School of Education, presented the session "Building Villages to Raise Our Children," in which she explored this evolution. She noted that research has indicated that comprehensive services are necessary for results. Efforts need to go beyond local programming to planning across the community. In "constructing a village," family literacy must look at the services for families across the whole community. Key linkages are needed and must be identified by the community.

As the sessions summarized above indicate, the scope and content of the Third Annual Conference on Family Literacy far surpassed those of any preceding it.

Conferees appreciated the chance to make new contacts, renew old ones, and exchange ideas and knowledge.

They enjoyed hearing an array of distinguished speakers, and welcomed ***Charles Kuralt*** as one of their own on his first full day of "unemployment"

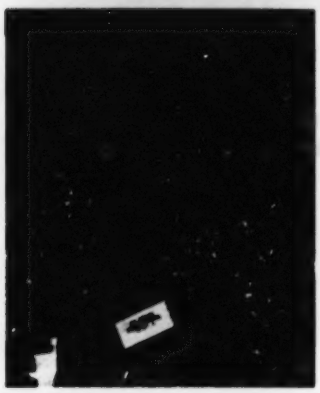
after leaving CBS.

They shared in the joy as family literacy students and former students told their stories, and laughed with ***Wally Amos*** as he taught ***Dr. William Friday***, executive director of the William R. Kenan, Jr. Charitable Trust, and ***Mr. Michael Harreld***, president and CEO of PNC Bank, to play "My Old Kentucky Home" on the kazoo.

They marveled at the sight of Louisville after dark from a riverboat on the Ohio River, and experienced the excitement of horse racing at Churchill Downs during Derby Week.

But the pace and energy of the conference is not gone; it merely went home with every conferee and will carry the family literacy movement through the next year and into the future.

"Some people told me that education was a white thing. I took comfort in that . . . [After joining a family literacy program] I began to feel that not having a high school diploma was not a black thing or a white thing. It's a people thing that we can work on together."
- Yulanda Ritchie



Plan now to attend the

Fourth Annual Conference on Family Literacy

April 20-25, 1995
in Louisville, Kentucky

Stay Tuned for More Details

THE NATIONAL FAMILY LITERACY PROJECT

(New and Old News)

Update

The first round of the project is well under way. Our staff has reviewed the applications we received and visited two programs. Since our time was tight this year due to a late start and the requirements of the national conference, we will be scheduling any additional visits in the early fall. The external reviewers, however, will be looking at the applications and submitting their comments by the end of June, so we hope to have some news to announce this summer. Additional validations may be announced in the fall. By that time, the next round of the process will have begun. We expect to have applications available in September, with a due date no later than the end of January. We have learned a few things from our experience this year, so our application requirements will be more specific in some areas. At this point, however, we do not expect major changes in the process. Here is a review of the project and the process:

What is it?

The National Family Literacy Project (NFLP) is a service of the National Center for Family Literacy (NCFL), funded by the National Diffusion Network. The NFLP provides a mechanism for identifying and disseminating innovative family literacy programs and practices.

Why do we need it?

Family literacy is a rapidly growing field. Programs all over the country are developing new ideas and practices to meet the needs of local communities and match the priorities of local sponsors. By identifying and disseminating innovative programs and practices, the NFLP will allow program planners to choose a model that best suits their needs.

Who should apply?

The NFLP is looking for family literacy programs that have something special to share with the field. To be eligible, programs must serve low-income families and must include four components: (1) adult literacy / basic skills instruction, (2) early childhood education, (3) a parent education and support group, and (4) regular opportunities for parent and child interaction. The components must be integrated to form a comprehensive, family-focused service approach.

What's in it for you?

This is an opportunity to get feedback on your program, a chance to be recognized, and a way to share your success with the field. (At this time there is no funding tied to the process.)

How does it work?

The process will include a formal application in three parts: a completed self study using the NCFL's standards instrument, evidence that the program is having an effect on participants, and a description of any specialized or unique program feature(s). For qualifying programs, the process will continue with a site visit. Validated programs will become part of a network of exemplary programs disseminated by the NFLP. Because this project was intended as an alternative to validation by the U.S. Department of Education's Program Effectiveness Panel (PEP), it is a rigorous process. You should plan ahead and consider working with an evaluator to present your evidence of effectiveness.

What is the timeline?

We expect that applications for the second round of the process will be available in the early fall and will be due back in mid to late January.

For more information, contact the National Center for Family Literacy at (502) 584-1133.

The Family Tree Project: Lifelong Learning as a Permanent System

The Mesa Public Schools (MPS) Family Tree Project, Mesa, Arizona, focuses on the education of the family as a unit through collaboration within the school district and the community. The Family Tree started with a vision expressed in a three-fold mission:

- Making lifelong learning (adult, early childhood, and family education) a permanent system within the public school structure.
- Creating a program design that built upon existing resources, both financial and human, that would institutionalize the project.
- Collaborating with district departments and community agencies to provide services.

The two charts that follow illustrate the collaboration efforts that made the program possible and will insure its longevity.

The Family Tree Project, the Arizona 1990 Even Start recipient, asked that all collaborating partners contribute to the needs of the community in providing family literacy services. Each partner

Collaboration - Support Services

Child Care
DES child care providers
Community organizations

Transportation
School buses
Community transportation systems

Translation Services
Staff selection

Adult Education Support
Literacy Volunteers
County Adult Probation
Mesa Hispanic Society
Local businesses

Early Childhood Support
DES Child Care Subsidy
Special Education Programs
Mesa Parks Cultural Division
Mesa Education Foundation

Vocational Education Support
DES JOBS
Eastern Comprehensive Training Center (JTPA)
Women off Welfare (WOW)
Private Industry Council (PIC)

Parent Education Support
Mesa Public Library
Public Health Nurses
Retired Educator Volunteers
Cooperative Extension Service

Support to Total Family System
- ESL/Migrant
- Department of Health Services
- Counseling/Mental Health agencies
- Child Protective Services/Child Crisis Center
- United Food Bank
- Housing authorities
- Community legal services
- Immigration and Naturalization Services (INS)

Collaboration - Direct Services

Project Directors
MPS Early Childhood Specialist
MPS Adult Education Specialist

District Support
Chapter I Community Liaison

Adult Education Teacher
State/Federal funds

Early Childhood Staff
Chapter I
Head Start
State "At-Risk" Preschool grant

Parent Liaison
Chapter I
US West
Business
(Other social service agencies)

Early Childhood Support
DES Child Care Subsidy
Special Education Programs
Mesa Parks Cultural Division
Mesa Education Foundation

Start-up equipment and materials
Even Start Grant
US West Grant
State Preschool Grant

Staff Training
Even Start
US West
Head Start
State and district resources

Building and Facilities
Mesa Public Schools

Promising Programs and Practices Represented at the National Conference

The D.C. Family Literacy Project

Conference Session

To Share a Story: Children's Literature as the Foundation for Family Literacy

The mission of the D.C. Family Literacy Project is to connect incarcerated parents with their families through literacy-building activities and parenting skill development.

The project is a cooperative effort involving the D.C. Street Law Project of Georgetown University Law Center, D.C. Department of Corrections, D.C. Public Library, First Book, Push Literacy Action Now (PLAN), the Greater Washington Reading Council, and other agencies.

The program began in 1991 for male residents of D.C. Department of Corrections and was offered to female residents beginning in 1992.

Each year the program runs three instructional cycles that consist of two components: weekly two-hour educational seminars and weekly two-hour interactive family visits. Each seminar cycle is about 10 weeks long and serves 15 to 25 residents per facility. The seminars focus on discussion of literacy-building techniques, child development stages, and developmentally appropriate parenting practices.

For the interactive family visits, the residents' children and their non-incarcerated caregivers come to the facility to participate in activities such as individual and group reading or dramatizations.

Children's literature is the basis of the project's curriculum, integrating the parenting, child development and literacy-building components of the program. Children's books are used to raise parenting issues during instructional seminars. The instructor facilitates discussion of these issues and provides child development information as appropriate. Her questions help parents make connections with their own parenting experiences.

The group also considers how they might read this story with their children, what literacy-building activities might accompany the reading, and what questions they might ask during the reading.

The staff of the project feel that this approach works for several reasons. Adults are provided with a neutral forum for their discussions about parenting. Problems may be addressed without personal disclosures. Children's literature also deals with complex and important childhood and family issues with an economy of language that is less intimidating for low-literate adults. Therefore, adult learners of varying abilities are able to practice reading, questioning, and discussion skills during the seminars.

Adult learning is centered around the same medium they will use to foster child learning, and parents are introduced to the child's perspective, a point of view that enhances communication across the generations. In addition, for some parents, sharing children's books is an experience they may have missed in their own childhoods. By using children's literature as the basis of adult instruction, the project encourages parents to pass on this experience to their children.

For further information on the D.C. Family Literacy Project or the curriculum, contact Agnes Balassa or Richard Rowe at (202) 662-9615.

Lifelong Learning as a Permanent System

continued from page 10

in both direct and support services provided financial and/or human resources to make this program a success. Over three quarters of the program staff's salaries come from this collaborative effort.

The Family Tree Project is an outstanding example of the total community coming together to provide lifelong learning as a permanent system within the public schools. The Family Tree Project has won numerous awards for these efforts and recently was recognized with the Governor's Award for Special Projects.

Toyota Families for Learning, Westside Adult Learning Center, Rochester New York

Conference Session

Promoting Cultural Sensitivity in a Refugee Family Literacy Program

The Westside Adult Learning Center is one of three sites in Rochester, New York funded by the Toyota Motor Corporation (through the NCFL) as part of the Toyota Families for Learning Program. The Westside site works with a group of refugee families from many different parts of the world who are at varying stages of adapting to their new home and culture. Jeanne Orczyk, the adult ESOL teacher at Westside, and the participants in her conference session explored the issue of developing and promoting cultural sensitivity in a multi-cultural environment.

Ms. Orczyk spoke of her own "cultural awareness journey." The first step in the journey, she says, is understanding your soul and your culture. "Prejudice and bigotry will bog you down and hinder your travels. Clinging to stereotypes and preconceptions will surely blind you to the truth and prevent you from completing your trip. Gaining knowledge is important while

continued on page 12

Promising Programs and Practices Represented at the National Conference

continued from page 11

traveling, but possessing an open mind and a loving heart is crucial to accomplishing your cultural awareness goal."

She spoke of the "constant effort" required to empathize with students and to eliminate a sense of right or wrong as she and others respond to differences in beliefs and behaviors. She is committed to the belief that individual values and attitudes should be respected and "brought forth in ways that will encourage them to feel proud of their splendid backgrounds so that all may learn from their diversities."

Among the specific strategies suggested for teachers was the "Freirean Approach," based on the work of Paulo Freire, the Brazilian educator and pioneer of the concept of empowerment and social transformation through literacy acquisition.

According to this approach, adults learn to read and write about issues of importance to them. Cultural themes in the form of open-ended problems are incorporated into materials (comics, pictures, short stories, and videos), and students acquire and practice language skills as they discuss and solve problems that are relevant to their lives.

Ms. Orczyk also suggested visiting families' homes to learn firsthand about their "realities." She stressed that as a teacher she must continually listen and learn from her students. As she put it, "My cultural awareness journey will never be finished."

Chief Leschi Family and Child Education (FACE) Program, Tacoma, Washington

Conference Session

Building Partnerships: Empowering Parents in Peer Mentoring and Program Problem Solving

The Chief Leschi Program is one of 21 Family and Child Education Programs in the nation that are funded by the Office of Indian Education Programs / Bureau of Indian Affairs. Donna Butler, coordinator and early childhood teacher of the Chief Leschi program, discussed in her session the peer mentoring program developed and run by participating parents.

It is part of a broader approach known as the "Powerhouse" method, which involves adult learners in managing classroom activities. For instance, a different student is responsible for each part of the morning routine, including taking attendance, the daily news, the word of the day, and the "famous fact" for the day.

One important responsibility the parents have assumed is to act as mentor for new students. The adult students themselves developed this mentoring plan. In order to be a mentor, a parent must be an active participant and be willing to "adopt" a new class member and assist her or him in becoming oriented to the program components and comfortable with the routines.

This assistance is done informally, as the mentor explains daily activities to the new participant, offers encouragement, and follows up with a phone call if attendance falls off. Program staff support the mentoring program by planning activities to build relationships, using instructional methods that foster partnerships (cooperative learning, role playing, etc.) and providing specific training in communication, observation, and feedback.

The program is well structured with rules for participation and provisions for changing mentors if personal relationship or other problems arise. This approach is empowering for parents and builds in needed support for new members. The staff feels that it improves attendance and retention in the FACE program, enhances cooperative learning, and over the long term, most importantly, strengthens families for more effective functioning in society.

The Right Question Project

Conference Session

Preparing Parents to Advocate for Their Children's Education

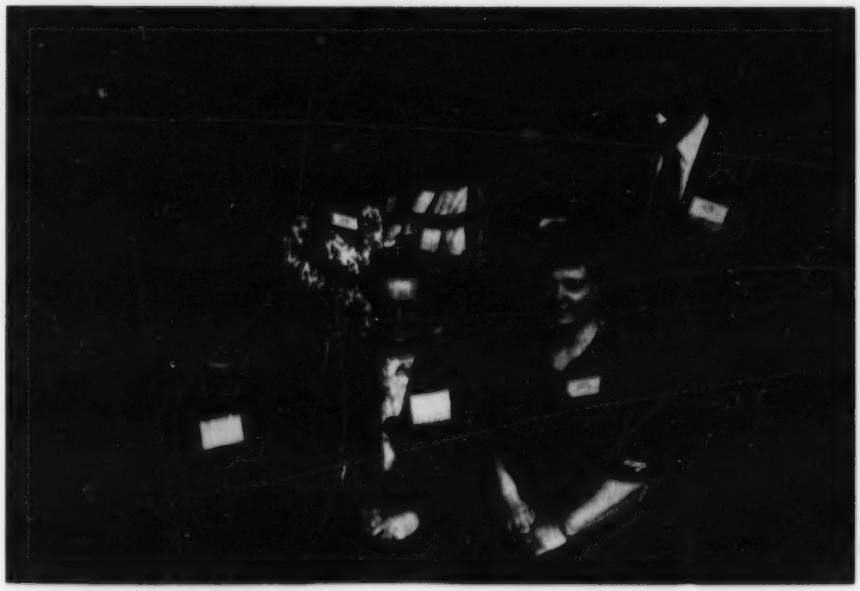
The Right Question Project provides interactive workshops that prepare low-income parents to support, monitor, and advocate for their children's education. Ana Rodriguez, director of the Education Initiative of the Project, discussed in her session how the workshops can be a part of family literacy or other educational programs.

During the workshops, parents think critically about their children's education, develop a sense of common concerns and high expectations, increase their self-confidence to take action, become aware of key decision-making processes relating to their children's education, identify the information they need, and formulate questions about key issues.

The overall strategy was developed, in part, from lessons learned from low-income Latino parents in programs in several communities. The specific content of the workshops depends on the needs and concerns of the participants.

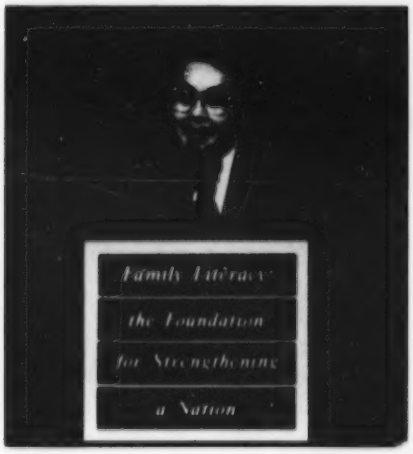
The Right Question Project, Inc. is a nonprofit organization. For information on training for workshop facilitators, contact Ana Rodriguez at (617) 628-4070.

Grant Announcements Made At National Conference



Toyota Motor Corporation

Toyota Motor Corporation has given the National Center for Family Literacy another $2 million. The grant is to be divided among NCFL's programs that train leaders of family literacy classes throughout the United States and an ongoing endowment campaign.



The Knight Foundation

The John S. and James L. Knight Foundation has awarded $697,250 to allow the National Center for Family Literacy to work with groups in Akron, Ohio, and Fort Wayne, Indiana, to establish family literacy programs in those communities.

The University of Akron sponsors that city's program, while the Three Rivers Literacy Alliance sponsors the program in Fort Wayne.

The Knight Family Education Program will encourage effective collaboration among local organizations, a comprehensive approach to illiteracy, and community wide attention for education and literacy issues. It, thereby, will enable NCFL to expand its communty wide approach to family literacy.

(Left) Hajime Sakaguchi announces the latest Toyota grant at the national conference. (Above) NCFL President Sharon Darling (back row far left) and Jim Spaniolo of the Knight Foundation join representatives of Fort Wayne and Akron.

NCFL Thanks Conference Supporters

The Third Annual National Conference on Family Literacy was greatly enhanced by the support of the following conference sponsors, to whom we are very grateful:

- PNC Bank, which sponsored the Monday evening banquet with Charles Kuralt as keynote speaker.
- The Annie E. Casey Foundation and the Samuel I. Newhouse Foundation, Inc., for general conference sponsorship.
- *Business First*; Coca-Cola; *The Courier-Journal*; Curriculum Associates, Inc.; General Electric; Kaplan School Supply Corporation; Oxmoor Toyota; and Waldenbooks for conference event sponsorship.
- Cumberland Federal Savings Bank, Financial Women International - Metro Louisville Group, and Metropolitan Life Foundation for conference scholarships.

NCFL Training Schedule

June 19-24	Implementing a Family Literacy Program: Staff Training	Louisville, KY	$300
July 26-29	New Jersey Statewide Even Start Training Initiative	Princeton, NJ	**
August 1-5	Implementing a Family Literacy Program: Staff Training— Sponsored by Metropolitan Life Foundation and Harry S. and Isabel C. Cameron Foundation	Houston, TX	*
August 9-12	North Carolina Statewide Even Start Training Initiative	NC	**
August 14-19	Implementing a Family Literacy Program: Staff Training	Louisville, KY	$300
August 22-26	Regional Training which includes Basic Implementation, Advance Professional Development and Coordinators' Seminar	Scottsdale, AZ	*
August 22-26	Implementing a Family Literacy Program: Staff Training	Los Angeles, CA	*
Sept. 11-16	Regional Training which includes Basic Implementation, Advance Professional Development and Coordinators' Seminar	Sacramento, CA	*
October 9-14	Regional Training which includes Basic Implementation, Advance Professional Development and Coordinators' Seminar	Northern NY State*	

* Please send inquiry/registration form below for information br ochure on the date(s) you are interested in attending.
** Contact State Even Start Coordinator for more information.

Inquiry/Registration Form

☐ Registration ☐ Inquiry

Affiliation: _____

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Training Session(s) you will attend: _____

Date(s): _____ Registration Fee(s): _____

Check enclosed: _____ or Purchase Order # _____

Due to potential changes in this schedule we ask that you do not make non-refundable airline reservations until you have received written confirmation from NCFL.

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Louisville, KY 40202-4251

Florida Observes Family Literacy Week In April

In recognition of family literacy's power to help break the cycle of poverty and illiteracy by improving education opportunities of families, Florida Governor Lawton Chiles declared the week of April 25-29 as First Start and Even Start Family Literacy Week.

The proclamation, signed in March, urged all residents to voice and show support for family literacy throughout the week.

The State of Florida has proclaimed 1994 as the Year of the Family and encourages family life education and programs that support and strengthen families.

Two family literacy training specialists positions are open

at the National Center for Family Literacy. We are particularly interested in persons who have worked in family literacy programs as early childhood or adult education instructors or coordinators. Training, ESOL, and multicultural knowledge and experience are preferred. If you are interested, please contact Nancy Spradling, director of training services, at (502) 584-1133. The National Center for Family Literacy is an equal opportunity employer.

The following **GED brochures** are available free: *GED, The Key To Your Future* (available in English and Spanish); *Adults with Disabilities, How To Get Your GED Diploma; Open the Door to Your Future . . . Get Your GED Diploma; Open the Door to Your Future . . Get Your GED Diploma Poster* (limit 20); *Information Bulletin on the Tests of General Educational Development; ABC's of the GED.*

NCFL PUBLICATIONS

The experience of the National Center for Family Literacy has been documented in publications and on videotape.

V1 **Breaking The Cycle. $20**
A 14-minute videotape about the Kenan Model Program (VHS format).

V2 **Toyota Families for Learning Program. $20**
A 10-minute videotape about the Toyota Families for Learning Program. The presentation describes the highly successful project and introduces the viewer to some of the unique families enrolled in the program. The video also is available in Japanese. (1/2" VHS format)

V3 **Training Videos. $60 each; $100 for the set of two; manuals included.**
Empowering People: Parent Groups
This video includes excerpts from actual group sessions showing content and processes and highlighting skills needed by group facilitators. Includes supplementary manual.
The Power of Parenting: Parent and Child Interaction
This video demonstrates the power of parent and child interaction sessions. It includes actual footage of activities and staff and parent reactions. Includes supplementary manual.
Manuals available without videotapes. See P12 below.

V4 **A Success Story. $15**
An 11-minute videotape that introduces the viewer to family literacy and the services of NCFL. The tape summarizes the problems in America that can be addressed by family literacy, describes and illustrates the concepts of family literacy, and provides information that can assist local program planners in starting a family literacy program. This videotape provides an excellent orientation for policy makers, administrators, and community groups interested in family literacy.

P1 **A Guide to Funding Sources for Family Literacy. $10**
Describes funding sources, how to design a funding package and write a proposal. Updated November 1993.

P2 **Spreading the Word, Planting the Seed:**
The National Center for Family Literacy. $5
A summary of 1989-90 activities and accomplishments of the National Center for Family Literacy.

P3 **William R. Kenan, Jr. Charitable Trust Literacy Project: Final Report. $5**
This July 1989 report documents the results of 18 months of work with the families in the Kenan programs.

P4 **A Place to Start: The Kenan Trust Family Literacy Project. $5**
A narrative description of the Kenan Trust Family Literacy Project and the National Center for Family Literacy.

P5 **Past and Present Educational Experiences of Kenan Trust Parents. $5**
This exploratory study looks at past and present educational participation of 34 parents enrolled in Kenan Family Literacy Programs. The study describes the process of disengagement from schooling that led all of the respondents to drop out of high school. The sense of alienation from schooling persisted into adulthood and was a major factor in respondents' decisions to drop out of adult education programs. Results of the study showed that parents persisted in family literacy programs because the programs addressed their sense of alienation from schooling.

P6 **Evaluation of Family Literacy Program $15**
A collection of the reports and a summary of the information collected by NCFL relating to results of evaluation of family literacy. Included are:
Follow-up Studies of Children Participating in the Kenan Project
Follow-up Study of the Impact of the Kenan Model for Family Literacy
What We Know
Results of a Follow-up Study of 14 Family Literacy Programs
Executive Summary of Research Being Conducted at Seven NCFL Model Family Literacy Sites
The Power of Family Literacy

P7 **Using Computers in Family Literacy Programs. $10**
This paper discusses strategies and activities that involve the computer as a literacy tool in intergenerational programs. The strategies describe ways to create an environment that encourages the computer to be used as a communications device, to generate original materials that encourage literacy development, and to offer unlimited possibilities for reciprocal learning between parent and child. The strategies and activities described are based on the experiences of teachers and students participating in the National Center for Family Literacy's Apple Partnership Program.

P8 **Portfolio Assessment in Family Literacy. $5**
This publication discusses the concept of authentic assessment and focuses on the use of portfolios as assessment tools in family literacy programs. The report defines the types of information and artifacts that can be included in portfolios, and discusses ways to analyze portfolio data.

P9 **A Strengths Model for Training in a Family Literacy Program. $5**
A publication that discusses the importance of identifying individual family strengths and using the findings when developing the family literacy model. The model that uses those strengths to create a literate environment in the home is a model that will have the greatest effect on the family. The publication also provides practical applications for the family literacy provider.

P10 **Family Literacy: The Need and the Promise. $5**
A six-page monograph, written by Sharon Darling, consisting of transcripts of her speeches and general information about the need for family literacy programming.

P11 **Generation to Generation:**
Realizing the Promise of Family Literacy. $19.95
This book provides a practical and thorough discussion of literacy issues as they impact the family unit. The book presents a scope of our nation's struggle with illiteracy; offers practical guidelines for establishing community programs that offer promising solutions; and identifies important ways that families can learn together.

P12 **Training Video Manuals. (Refer to V3.) Separately $10; both $15**

P13 **The Power of Family Literacy. $1 each for bulk shipments of 5 or more**
This report presents the evaluation of the 1992-93 Toyota Families for Learning Programs. The evaluation data indicate that adults participating in family literacy programs demonstrate greater gains in literacy than adults in adult-focused programs, participants in family literacy programs are less likely to drop out of the program than are participants in adult-focused programs; children participating in family literacy programs demonstrate greater gains than children in child-focused programs, and more educationally supportive home environments are reported by parents after participating in family literacy programs.

P14 **Policy Maker's Guide to Understanding Family Literacy. $25**
A resource for all involved in the administration of family literacy programs. This manual discusses how to build in quality from the beginning and the key components of quality family literacy programs. The manual is sold in a binder combined with **A Guide to Funding Sources** as the complete handbook for family literacy programs.

P15 **Family Literacy Program Quality Self Study. $10**
This instrument is a self assessment guide for center-based family literacy programs. It is a tool designed to facilitate implementation of the four components of family literacy: adult literacy, early childhood education, parent and child interaction, and parent education/supports. Sections of this instrument apply to all family literacy programs, including less comprehensive models.

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Please invoice my agency _____
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Item # (P or V and #)	Price	Qnty.	Total
		Total Amount	

_____ *Please send additional information about training*
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NCFL Offers Self-Study Instrument

The newest publication of the National Center for Family Literacy, the *Family Literacy Program Quality Self-Study*, is now available. (Earlier unpublished versions of the instrument were known as the *Family Literacy Program Standards and Rating Scales*.)

The *Self-Study* is intended as a self-assessment guide for intensive, center-based family literacy programs that include four components: adult education for parents, early childhood education for their children, a parent information/support group, and regular opportunities for parent/child interaction. Individual sections of the document may also be useful to less comprehensive programs.

A lengthy process over several years led to the development of the Self-Study. NCFL trainers developed the original concept in response to the need for a definition of quality programming to be included in the training manual.

Then, as the staff worked with programs in the nation, providing follow-up training and technical assistance, the need grew for a document to structure observation and feedback during site visits. The original standards outlined in the training manual were then expanded through a process involving input from all trainers based on the quality programs they visited and solutions to common problems devised by practitioners.

This instrument, which grew out of lessons learned in the field, was then field-tested informally by NCFL staff, and draft copies were distributed to local programs and state agencies for their feedback. (This earlier version of the document has likely provided the basis for customized state and local standards documents.)

Finally, thanks to a grant from the Lila Wallace Reader's Digest Fund, the most recent version, this document, was developed. For information on ordering the *Self-Study*, see the order form on page 15.

The NCFL Newsletter is a quarterly publication of articles and information relating to family literacy. Readers are encouraged to copy and share content from this newsletter. We do request that you credit NCFL as the original source of the information. NCFL was established with funding from the William R. Kenan, Jr. Charitable Trust.

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National Center for Family Literacy

FALL 1994 VOL. 6, ISSUE 3

TNT Goes 'In Search Of Dr. Seuss' With NCFL's Help

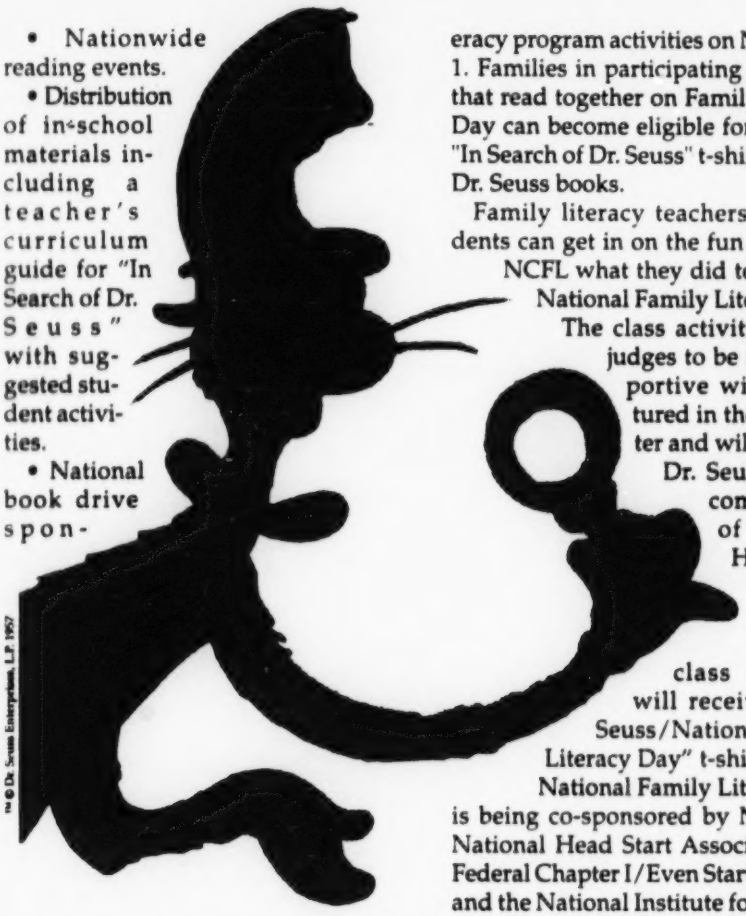
When Turner Network Television (TNT) began its "search" for Dr. Seuss, it came to the National Center for Family Literacy (NCFL) to see if it could pick up his trail. The partnership that formed will be evident to the country on November 1, "National Family Literacy Day, " as TNT begins a month-long Seuss-A-Bration celebrating the rhyme and reason of this man best known as "Dr. Seuss," and in doing so, also promotes family literacy.

All month long, TNT will present a spectacular television celebration of Dr. Seuss featuring the premiere of the new TNT original production, "In Search of Dr. Seuss" on November 6. This wonderful, whimsical film, is filled with a glittering array of stars, laughter, music and all the great Dr. Seuss characters and stories. Viewers also will see a message from NCFL encouraging family reading.

In addition to "In Search of Dr. Seuss," TNT will showcase all of the favorite Dr. Seuss animated specials throughout the month of November–and as an extra special treat, will also present an extraordinary new look at "How the Grinch Stole Christmas," not only including the classic animated feature, but never-before-seen footage, as well.

But this is just the tip of the iceberg. With the importance of reading as the underlying message behind the works of Theodor "Seuss" Geisel, no true Seuss-A-Bration would be complete without an extensive literacy promotion. These efforts will include:

- Nationwide reading events.
- Distribution of in-school materials including a teacher's curriculum guide for "In Search of Dr. Seuss" with suggested student activities.
- National book drive sponsored by participating TARGET stores, for which they will collect new and like new books to be distributed through local family literacy programs.
- Local market activities in schools, bookstores and libraries sponsored by TNT cable affiliates.



NCFL will sponsor two family literacy program activities on November 1. Families in participating programs that read together on Family Literacy Day can become eligible for a special "In Search of Dr. Seuss" t-shirt and free Dr. Seuss books.

Family literacy teachers and students can get in on the fun by telling NCFL what they did to promote National Family Literacy Day. The class activities NCFL judges to be most supportive will be featured in the newsletter and will receive a Dr. Seuss library compliments of Random House. Each winning class member will receive a "Dr. Seuss/National Family Literacy Day" t-shirt.

National Family Literacy Day is being co-sponsored by NCFL, the National Head Start Association, the Federal Chapter I/Even Start Program, and the National Institute for Literacy.

For more details on this exciting Seuss-A-Bration, see the enclosed flier, compliments of TNT.

PS 023112

"Learning to live together is something that increasingly has immediate consequences in the local school playground. There are, for example, schools all across America–from Los Angeles, to Miami, to New York City, Arlington, Virginia and Washington, DC, to name but a few–where teachers are grappling with the task of how to educate children from 30 or 40 different nations and cultures–sometimes all in one class."

U.S. Secretary of Education Richard W. Riley spoke these words at the July Education Commission of the States Conference in Honolulu. Addressing more than 400 people from the Asia/Pacific rim, the Secretary specifically spoke of change in society, and in the education systems that must serve that society.

But as family literacy practitioners strive to meet the needs of a variety of students, from the immigrant to the Native American, from the urban to the rural, the Secretary's words also ring true for family literacy programs. This diversity, and how to effectively serve it, is explored in the next three articles.

Reaching Out To Bilingual Families: A Guest Editorial

by Gail Weinstein-Shr, Ph.D.
San Francisco State University

As our communities become increasingly diverse, it will become the rule rather than the exception for family literacy program planners to find bilingual families among those who may benefit from intergenerational programming.[1] By learning about these families and the communities in which they live, program directors are better equipped to provide culturally appropriate services and to make invitations to participate that have a better chance of acceptance.

Program directors who hope to involve parents for whom English is not a native language may wish to learn about: 1) the structure and characteristics of the community where target families are members; 2) the language, literacy and educational profiles of communities and community members; and 3) the most pressing concerns of adults in their role as parents.

1. Structure and characteristics of refugee and immigrant communities

Diversity. Ethnic groups which may seem monolithic can be extremely diverse in any number of ways. Linguistic diversity is one obvious way. While Latin Americans may come from any number of countries, and may speak Spanish as a first, second or third language, Filipinos come from a tiny set of islands where no less than 150 mutually unintelligible languages are spoken.[2] Secondly, rural/urban differences often accompany educational differences. The first wave of Vietnamese refugees were university educated city-dwellers, while later arrivals were farmers who had never held a pencil before seeking refuge.[3] Religion is yet another source of difference: among Chinese, some are Catholic, some are Buddhist, while yet others are avid atheists. And the differences go on. In a seemingly homogeneous Hmong refugee community in Philadelphia, one study showed the existence of two subgroups with very different kinship patterns and different goals for literacy–a situation with profound implications for educational programming.[4]

Queries:

In the communities you wish to serve, in what ways are members diverse?
How are divisions expressed in the communities?
What are the groups and subgroups?

Community leaders and other "key players." To learn about the target group and to gain their trust, it will be necessary to have the help of leaders and other friends of the community. Ethnic leaders may be in visible positions such as head of mutual assistance associations, or they may be "unofficial" to outsiders while well-known within the communities themselves. Both native and non-native religious leaders, resettlement agency workers, directors of senior centers and teachers are among "key players" who may be known and trusted by members of the community.

Queries:

In the communities you wish to serve, what organizations have a history of service to the group?
Who are the key leaders, both native and non-native?
How can you enlist their help?

Traditional families, new families. Newcomers to the United States may bring with them very different ways of reckoning family relationships. Hmong refugees of the same generation who share a clan name consider themselves "brothers" or "sisters," and expect to observe specific rights and obligations from those clan mates.[5] In Laos, the mother and other women formed a cooperative group for rearing children, a pattern that often continues in America.[6] Cambodians fled in such tragic circumstances, that it was rare for any nuclear family to resettle intact. Cambodian families in America are often reconstituted with survivors who create fictive bonds to cope with terrible loss.[7] Many Southeast Asian refugee households are headed by women because of loss of men in the wars. To provide an educational program with a family approach, it will be necessary to understand the nature of the families, from your outside perspective as well as from their own perspective.

Queries:

Who are members of the families you wish to serve? (How do they themselves see the boundaries?)
What are kin patterns and social networks that influence how people manage?
Who are the caretakers for children in the families you wish to serve?

2. Language, literacy and education: Community and individual profiles

History. In order to meet the needs of uprooted families, it is helpful to know what educational resources they have brought with them. Koreans, for example, come from a country where 97% of the population is functionally literate.[8] In Korea, virtually all citizens have access to public education. As immigrants rather than refugees, Koreans had time to prepare, plan and make their move with minimal stress and interruption to their own or their children's education. The move itself was often an attempt to improve educational opportunities. In contrast, Cambodians with any educational experience were the first to be exterminated under the Pol Pot regime. Those who got out had either little education, or were able to effectively pretend that they hadn't. Centuries of literature were destroyed. During years in flight, many refugees began their educational experiences in refugee camps. Depending on the time and the camp itself, a variety of educational experiences were available to different refugee groups. Literacy and schooling are not always synonymous. Many Hmong refugees from Laos, despite a history of inexperience with formal schooling, have been quite successful at learning Hmong literacy through informal channels, such as one-on-one teaching by family members.

Queries:

What were the educational experiences of target families in their homelands?
What were the circumstances of flight, and the nature of interruptions in schooling?
What is the history of experience with native language literacy?

Language use in the community: Current practices. Some uprooted groups make special efforts to promote oral and written native language development. When bilingual programs are not provided by an American school district, some groups such as the Chinese pay privately to send their children to Chinese weekend schools. Other groups are anxious to acculturate as quickly as possible, and encourage their children to make the transition from the native language to English. Researcher Lily Wong-Fillmore warns that where language loss was once a three-generational process, recent research shows that this may be accelerating to two generations, resulting in families in which parents and children have difficulty talking with one another.[9] Immersion in English, at too early an age, she suggests, can be devastating to family relationships if support for native language development is lacking. The work of Jim Cummins[10] also suggests that lack of foundation in a native language interferes with development of language and literacy in the second language.

Queries:

What are attitudes towards native language literacy in the target community?
What are the supports for development and use among children and adults?
What are parents' language and literacy goals for themselves and for their children?
How can your educational efforts support native language development?

Roles of teachers, parents and children. In order to invite adults to participate in their children's schooling, it is helpful to have some information about relationships between teachers, parents and children in the country of origin. For many Asian immigrants, such as the Lao, while high value is placed on education, it is considered the teachers' responsibility to provide moral and spiritual education of children. Cambodians refer to teachers as the "second parent" who is entrusted with the child's care. In the countries of origin, it is seen as inappropriate for parents to intervene in any way with the teacher's job. Families such as these may be quite puzzled when they are invited to give input. The passive role of parents may be exacerbated by language barriers and lack of understanding of the American school system. A second consideration for program planners and recruiters to consider is the sociolinguistic rules governing behavior between children and adults. One researcher comments that not only are Filipino children not to be heard, they also are to remain unseen. According to Jocano, "strict obedience and discipline are demanded and bred by the parents of the child." Some of the interactions suggested by an American educational program would seem inappropriate to adults and children who are operating under unspoken rules that require children to signal respect by repressing their own ideas and desires in the presence of adults. Among Hmong refugees, children learn by observing adults, and by talking with peers. Conversations between children and adults are not the norm.

Queries:

What is the traditional relationship of teachers and parents in the country of origin for the community you wish to serve?
What are the norms for interaction between adults and children in this community?
How do your program activities fit (or not fit) these norms?
What are possible avenues for adjustment or negotiation?

3. Addressing the concerns of adults

Of millions of uprooted adults to land on American shores, rarely if ever is there an adult who does not want their child to succeed in school. However, the school success of children is only one of many concerns that uprooted adults face in adapting to life in their new country. If a program is going to attract adults, it will be necessary at the very least to be aware of those concerns, and better yet, to address them through the work of the program.

Surviving trauma. Some problems are serious: post-traumatic stress syndrome is the rule rather than the exception for survivors of genocide. De-

pression, alcoholism, and other problems may be symptomatic of this affliction. When adults are dealing with serious physical and emotional stresses, it may be difficult for them to make involvement in their children's schooling their first priority.

"Discipline" in a dangerous world. When Cambodian parents come together, they often commiserate that their children are out of control. Often living in poor neighborhoods where drug activity is rampant, adults fear for the lives of their children. One author notes that a society that was once patriarchal, through war losses became matriarchal, and then through language barriers in the U.S. has become "filiarchal" as children control more and more of the interactions with the host culture. For Cambodian parents, "discipline" is a repeating theme–as their children do as they please and U.S. child abuse laws are an area of concern and puzzlement.

Changing roles of girls and women. To protect their children and promote their interests as they see them, many parents demand that their girls come home immediately after school. Household chores contribute to the household and for many cultures, also prepare a young woman for marriage. These goals, appropriate in the country of origin, may be in direct conflict with expectations of American schools and American society in general.

Differences in priorities between native and host cultures. For Korean parents, among others, the school success of their children is a reflection on the family as a whole, and is thus a source of pride or of shame. For Korean parents, extracurricular activities may be seen as a distraction for the serious work of study. Children are soon caught between two worlds: one where serious study is paramount, with the family name at stake, and another where balance of work, play and social activity are valued and encouraged. It is important for adults to have information about American values and to learn about the pressures that their children are under to follow American norms. It is also helpful for American educators to understand the perspectives that non-native parents bring and the ways in which they are behaving, as they see it, in the best interests of their children.

Queries:

What are the most pressing general concerns of the adults in the target community?

What are their concerns specifically about their children's schooling?

What are possibilities for providing opportunities for adults to discuss their concerns with one another?

What are possibilities through your program for helping adults gather information about the school system, drugs, discipline, child abuse laws, or any other concerns they may have?

The above themes are suggested as beginning points. These may not be the most important ones for the communities that you wish to serve. In order to respond appropriately to uprooted families, the most important strategy is to take an inquiring stance–to invite community leaders and families themselves to teach you about themselves, their concerns, and to learn together how best to serve their unique educational needs.

[1] For a brief overview, see Weinstein-Shr, G., 1990. "Family and Intergenerational Literacy in Multilingual Communities," an ERIC Q&A prepared for Center for Applied Linguistics, Washington, D.C. For more extensive information, see Weinstein-Shr, G. and E. Quintero (eds.) (in press) *Immigrant Learners and Their Families: Literacy to Connect the Generations*, Center for Applied Linguistics/Delta Books.

[2] *Handbook for Teaching Pilipino-Speaking Students*, p. 36., California Department of Education.

[3] *Handbook for Teaching Khmer-Speaking Students*, 1988, Folsom Unified School District.

[4] Weinstein-Shr, 1993. "Literacy and social process: A community in transition." In B. Street, Ed. *Cross Cultural Approaches to Literacy*. pp272-293. N.Y., Cambridge University Press.

[5] Weinstein-Shr, ibid.

[6] *Handbook for Teaching Lao-Speaking students*, California Department of Education.

[7] *Handbook for Teaching Khmer-Speaking Students*, California Department of Education.

[8] *Handbook for Teaching Korean-American Students*, California Department of Education.

[9] Wong-Fillmore, 1991 "When Learning a Second Language Means Losing the First," *Early Research Quarterly* 6:323-346.

[10] See Cummins, J. 1981 *Empowering minority students*.

[11] See McKay, S. and G. Weinstein-Shr, 1993 "English Literacy in the United States: National Policies, Personal Consequences" *TESOL Quarterly* 27(3): 399-420.

(This article is taken from Resources for Recruiters, *Diane D'Angelo and Sharon Beckstrom, with Susan Bates, RMC Research Corp., in press.)*

Successful Implementation of Family Education Programs Within Native American Cultures Analyzed

The Family and Child Education (FACE) Program, a distinct model created through the blending of the PACE/Kenan Model with the Parents As Teachers Program and in cooperation with the Bureau of Indian Affairs, begins its fifth year of implementation in Native American communities this fall. The steady growth of the FACE Program–from the original five to the present 23 sites–indicates that the program has been accepted by the various communities which the program seeks to serve. Those who designed the original models and then integrated them for the purpose of implementation in Indian schools learned quickly that successful adaptation and implementation depended upon one critical factor: program goals and delivery modes had to fit into the cultural norms and culturally-appropriate pedagogy and andragogy.

First then, we had to learn from the communities surrounding the schools or sites where the programs would be grounded. What were their expectations, their anxieties, and their past experiences with program model providers? It was not enough to read the literature; it was not enough to call meetings for the purpose of discussion of our programs. We had to build trust and learn to trust, and to do so, we had to observe and to listen. We attended Pow-Wows and parent/teacher discussions, school board meetings and story-telling sessions. We visited homes and spiritual centers, wandered the lands and witnessed the beauty of

the peoples and the various cultural dimensions. When asked, we provided the information that would enable the community to assume ownership and become involved early in program planning. Without community support, it would have been impossible to receive administrative support and integration into the school.

One indication of the acceptance of the FACE Program has been the number of community members who have become employed as staff members, providing credibility and the opportunity to design services that do not conflict with cultural values. These Native speakers greatly enhance the delivery of information to those who are uncomfortable receiving information in English-only classrooms. They also teach non-Native staff members, who realize the importance of being knowledgeable and respectful of cultural traditions, how to deliver services within the bounds of Indian pedagogy and andragogy.

Other facilitators and challenges to successful program implementation in Native American communities have been studied by Research and Training Associates, Inc. of Overland Park, Kansas. They were able to identify several critical factors. Besides those already mentioned, they offer the following for consideration:

- Staff must function as a team, meeting regularly to plan, to talk and share, and to design integration strategies.
- Staff members must view the program as a whole rather than as a collection of separate components.
- The real needs and objectives of adults in the program must be identified and the programs must be designed to meet those needs. As sites vary from isolated to metropolitan, so do the needs. Retention is dependent upon the struggle to recognize this diversity and within the constraints of the program, to design services to meet those needs.
- Providing services to Native American families in the most effective manner requires that staff recognize and build on the strengths of the individuals, the families, and the communities. A "strengths model" is dependent upon effective assessment of strengths rather than deficits. Finding appropriate assessment instruments, authentic to the culture and demonstrative of strengths, as well as needs, remains a challenge.
- Empowering adults to become successful decision-makers leads to the greatest program success. This decision-making skill is directly related to goal-setting and the power of choice. But within the various Native American cultures, approaches to goal-setting must also vary, and program providers have "learned to learn" appropriate means of addressing this issue.
- To be truly culturally appropriate, standardized program requirements must become flexible. While this seems a contradiction in terms, flexibility of configuration, timing, and delivery are possible, while integrity of the components remains intact.
- Quality of center-based facilities is important, and the design of a culturally-appropriate learning environment for all family members must be deliberate.
- The crucial and challenging issue of home-based services must be addressed in order to provide for all families who need and want Family and Child Education services.

Finally, the team of evaluators concluded that "intense training, unique to and characteristic of this program, continues to be essential to program effectiveness. The collaboration among trainers from different models, their commitment to the program, and their continued provision of quality training cannot be overemphasized as a facilitator to the success of the FACE Program."

- Training services must be provided in a variety of settings–two or three times a year as a collective unit (staff from all 23 programs) at a common site, and
- Technical assistance provided on site once or twice a year.

The FACE Program has profoundly affected the educational communities which the program serves. But more than that, it has impacted the larger community, the extended family, the village.

Editorial: Do Your Cultural Homework

- *The group of teachers gathered from several rural family literacy programs. The discussion centered on parents and children taking a nature walk around their home site and then sharing the experience at circle time. The trainer "humorously" commented that she'd been to one of the sites where these participants were from and it was "nothing but rocks and dirt." The group was very quiet the rest of the workshop.*
- *As part of a technical assistance visit, a consultant led a model parent time so the teachers could observe. She showed the parents how to make play doh. Several of the parents, refugees from a country where food is very scarce, dutifully made the play doh with the flour, but would not let the children use it at home because they considered flour too precious to be used for play.*

While neither of these training consultants intended to do anything culturally inappropriate or insensitive, both of them did undermine their own effectiveness. Had they each explored the culture of the programs, gotten input from the program staff, and been aware of their own behavior, they probably would have been more successful.

Culture cannot simply be defined by our ethnic background. It is also family, religion, profession, interests, gender, child-rearing practices, educational background, where we live, the food we eat, our individual uniqueness and more. Even though we are better understood by someone who considers our ethnic background, our own cultural definition is much broader than just an ethnic label.

Family literacy programs across the country serve diverse populations which include urban and rural families, both men and women, teenage mothers, grandparents, guardians,

able-bodied and physically challenged individuals, Appalachian families, Native American families, immigrants and refugees from all over the world, to name only some of our varied populations.

How can we insure that quality training and technical assistance is provided in family literacy programs? How can we also insure that the training is sensitive to our cultural diversity?

First, as we look for training consultants we must continue to seek those with a solid knowledge base in family literacy and technical skills to match our program's needs. Trainers and those providing technical assistance must not only know family literacy, but also must be able to share that information effectively so the program staff gains the skills to implement and upgrade our programs. Besides the difficult task of finding a skilled trainer, we must strive to look for a person who is also respectful and responsive to the diversity that exists within our staff and the families we serve.

As consumers of family literacy training and technical assistance, we have a responsibility to share information which provides details about the cultural richness of our programs. This includes information about our cultural differences, but it also should include a recognition of our similarities. Families in our programs often live in the same neighborhood, they have young children, they face similar daily challenges, and they often share common goals for themselves and their children, even though society may ethnically describe them as African American, Hispanic, Native American, Southeast Asian, etc.

Here are some behaviors that we should expect from the culturally sensitive and respectful trainers and consultants that we engage:

• Do their homework. Read current information about the ethnic group or groups they will be working with. Know the geography, resources available, job market, schools, recreation, weather, etc. Ask the coordinator to send other relevant information, too.

• Ask questions. Interview the coordinator before the session to find out what training techniques have worked most effectively with the staff. Ask about the past effectiveness of individual or cooperative tasks, role play, lecture, group discussion, demonstration, etc.

• Customize printed materials. Review all materials to insure their appropriateness to the program. Make changes and add relevant information which pertains to the culture of the program. Use a variety of examples which reflect aspects of many cultures.

• Model cultural respect in everything they say and do. Sometimes staff members find themselves working in a culture that is unlike their own, too. The trainer can transmit and model the genuine interest and respect for cultures that each family deserves.

• Share something about themselves. Because they are not known by the staff and parents, they read or tell a family story to share something about their culture. One trainer from Appalachia read the children's book "The Relatives Came" to introduce herself. This humorous introduction showed a willingness to share something about where she came from. It also helped the participants feel more comfortable about sharing something about themselves.

• Consider the program staff the best resource for what is appropriate. Ask their opinion about the materials and techniques to be employed.

• Value the participants as individuals. Take the time to learn how to pronounce the names of the participants, sites, towns where they are located, etc. When time allows, the trainers connect outside of the training environment, accepting invitations to community events and cultural activities.

• Understand how cultures may approach learning. Silence is golden. Many Anglo participants think out loud as they respond to a question posed by a trainer. Often, individuals from other cultures want to process the information first and then respond. So wait time can be a crucial component of a training session.

• Understand how cultures and individuals may approach commitment and individual responsibility. An African American trainer knew of the value assigned to community service within the African American community, so she designed exit counseling for students which included opportunities for community service projects. Another trainer working with a Native American population reported that the participants considered their word a bond that would not be broken, so being expected to sign learning contracts/agreements was not an acceptable option in the culture and would have been considered an insult.

• Admit their mistakes. Once while visiting a Native American site and talking about including adding cultural objects to the early childhood classroom, a trainer asked the parents what they enjoyed doing in their leisure time. They indicated that fishing was important in their culture, so the trainer suggested they add a small fishing pole, fishing boots, tackle box, etc., to the "house" area. The parents explained that they fished with spears. After the trainer apologized, they discussed the possibility of including any spear fishing apparatus in the "house" area and decided this would not be feasible.

• Are honest and willing to learn and change. Trainers/consultants have the ongoing responsibility to examine their attitudes about culture and be willing to change and grow from the rich experiences that are available to them.

We will not always find easy answers to questions about culture. However, if we work together, learn from each other, and share something of ourselves, we can develop deeper understandings, and a tremendous appreciation for our diversity and our similarity.

We can cultivate our differences, or we can celebrate them!

(By Sharyl Emberton, a family literacy specialist at NCFL who has worked extensively with a Native American project, Head Start programs, and public schools. Sharyl grew up in a Jewish home in a very small town in Eastern Kentucky.)

IU Researchers Evaluate Parent/Child Interactions In Toyota Families for Learning Programs

Instruction in family literacy programs is designed to have both immediate and long-term impact. Ideally, adults and children both improve in literacy ability as a result of program activities.

In addition, lifestyle changes should be occurring in parent/child interactions so that learning gains can be maintained and extended independently by families.

During the 1993-94 school year, a team of researchers from Indiana University examined changes in parent/child interactions related to literacy as a result of families' participation in Toyota Families for Learning Programs.

Their research included 60 families at the Toyota programs in Atlanta, Georgia, Richmond, Virginia, and Rochester, New York. These programs are located in inner-city areas, serving mainly young, single, unemployed parents and their 3- to 4-year-old children. The average age of the parents is in the mid-20s, more than 90% of them are women, and most of them have two or three children. The majority of the parents are black, with about equal numbers of whites and Hispanics. More than 90% are unemployed and on public assistance, and more than half reached no further than 10th grade in school.

These Toyota Families for Learning Programs include literacy instruction for parents, developmental experiences for their children, time for parents and children to share learning experiences (PACT Time), and time for parents to discuss experiences with each other (Parent Time).

Drs. Larry Mikulecky and Paul Lloyd, and graduate assistants Diana Brannon and Julie Chen developed their research to assess changes in

- parent/child reading, writing, talking and play activities,
- child reading and writing behaviors,
- home literacy materials,
- parental literacy modeling, and
- parental knowledge of age-appropriate expectations.

Parents were interviewed upon entry to the program and then again after they had completed 100-120 hours of PACT and Parent Time, which was about four to six months later. Questions were both open-ended and focused, which served to cross-check the information parents gave and to establish the accuracy of the self-report.

Results from the study show that the Toyota Families for Learning Programs in the three cities studied have succeeded in making positive changes in most of the areas of parent/child interaction that are important to children's future literacy success. The strongest changes are in the most important area: how parents and children spend time together with literacy.

Some Changes from Pre-interview to Post-interview

- Parent book reading with their children increased by 70% to more than once every day.
- Parents took their children to the library twice as often, every two to three weeks.
- Parents engaged in more reading and writing activities with their children, particularly drawing and writing, and working with educational materials.
- Children's reading of books and magazines increased by 80% to more than once a day.
- The frequency of children's scribbling, printing or making letters increased by 40% to more than twice a day.
- Parents displayed their children's drawings or writings at home every four or five days, an increase of 30%.
- Parents provided a wider range of reading and writing materials at home for their children.
- Parents became increasingly aware that young children learn better through activities and play than just sitting still and listening to adults.

NFLP Announces Program Validations!

The first validation awards for the National Family Literacy Project (NFLP) were officially announced September 8. The two exemplary programs are in Eau Claire, Wisconsin and Manhattan-Ogden, Kansas.

Each program is supported in part by federal Even Start funds. The Eau Claire program is operated by the Literacy Volunteers of America-Chippewa Valley, and the Kansas program is operated by Unified School Districts 383/475 of Manhattan-Ogden and Geary County.

The programs went through the NFLP evaluation and review process and were honored for their overall effectiveness in serving parents and children and cited for special features unique to each program.

The Wisconsin program was recognized for excellence in training, management, and utilization of volunteers, and product development and dissemination. The primarily home-based program in Kansas was cited for excellence in community-wide collaboration and integrated curriculum development.

Demonstration Sites Identified

NFLP has designated 57 program sites in 18 cities as demonstration sites for the center-based (PACE/Kenan) Program Model. This model, based on successful earlier programs in Kentucky and North Carolina, has been adopted by the demonstration sites, which are funded through federal sources, such as Even Start and Head Start, as well as private sponsors, including the Toyota Motor Corp. and America West. The PACE/Kenan model was validated in 1993 by the U.S. Department of Education's Program Effectiveness Panel.

The process was lengthy and rigorous. Ten programs applied to the project in March. NCFL reviewed all 10, and selected four for review by an external panel. The NFLP director visited three of the programs in the late spring and early summer–the validated programs in Wisconsin and Kansas, and Project 2001 in Mobile, Alabama. *(Editor's Note: The Mobile program was cited as an effective adaptation of the center-based (PACE/Kenan) Program Model in a public housing development.)* The following articles provide details on these three programs.

Information and training related to special features of the two validated programs will be available soon. Watch the newsletter for further information.

Applications for the next round of NFLP validations will be available October 20 for $15. Completed applications are due January, 1995. For more information or to receive an application, call Michelle Bledsoe at (502) 584-1133.

An Integrated Approach: Collaboration, Curriculum, and Home-based Services

The Manhattan/Ogden-Junction City/Fort Riley, Kansas, Even Start project uses an integrated systems approach to serve 200 families throughout a two-county region. This large outreach project operates with its vision and mission defined by the federal Even Start program, the National Goals for Education, the state of Kansas Quality Performance Assessment indicators, and district mission statement and goals.

The Even Start project has directly aligned both curriculum, instruction, and local evaluation with USD 383 district learner outcomes and performance criteria. The project uses children's literature and shared family reading and writing activities both in home visits and in family reading workshops with community agencies. The project's goals are to empower parents in their role as their children's first teachers, to assist children in reaching their full potential as learners, to foster adult's literacy efforts, to enhance community literacy awareness, and to promote positive attitudes toward education. The project believes that all students can learn and succeed, and that all families want to support and nurture their children's learning.

The project has a flexible and accessible service delivery model through both home-based and center-based components. Families participate in monthly family reading workshops, biweekly home visits, parent groups, free RIF book distributions, and field trips throughout the community.

The program believes that learning takes place in a variety of functional contexts, and that the home is the families' first school. Visits are provided by highly trained paraprofessionals. Home visits are structured to support individual families and to provide expanded opportunities for success. Each home visit focuses on joint goals and performance criteria specific to the curriculum.

The project believes in a holistic and integrated process approach to learning. Themed units use children's literature as the springboard for individualized family instruction. The whole language curriculum integrates outcomes for adult education, parent edu-

cation, and early childhood education. Instruction is delivered in an interactive context through a variety of strategies.

Families develop abilities in listening, speaking, reading, writing, numeracy, interpersonal relations, problem solving, and computer literacy. Books and activities are scaffolded to meet the different needs, developmental levels, and literacy levels of the families. Families choose free books to keep, depending on their participation in the program. Performance assessments and family portfolios help indicate progress toward learner outcomes.

Two Even Start moms and their children write stories in the parent room at Ogden Elementary.

Center-based activities are coordinated with community agencies. The Even Start project utilizes existing early childhood, parent, and adult education programs as catalysts to enhance comprehensive family literacy services. A partnership with Ogden Elementary School involves issuing library cards to parents and allowing them access to the school's library, establishing a parent resource room, a parent involvement program, family computer explorations, joint goal setting, curriculum integration, material sharing, a parent newsletter, book distributions, joint staff training, and an intensive summer transition pre-kindergarten which includes the federal free summer meals program.

Additional collaborative partnerships with Kansas State University, the County Health Department, Riley County Extension, Adult Basic Education, Chapter I, Flint Hills Job Corps, Parents As Teachers, Head Start, the Manhattan Area Technical Center and others are fundamental to the success of the project.

LVA-Chippewa Valley: Volunteers and New Materials

The Literacy Volunteers of America-Chippewa Valley (LVA-CV) family literacy program in Eau Claire, Wisconsin dates back to 1988, when Carol Gabler, LVA-CV executive director, and other program planners became committed to the concept of family literacy. Their initial efforts predated the availability of designated family literacy funds, but they began on a small scale and evolved gradually, adding child and family-focused activities to the basic adult literacy services provided by this local affiliate of the national LVA organization. Now, thanks to Even Start funding, the agency is able to offer a comprehensive family literacy program.

Part of what makes this program unique is its sponsorship by a local volunteer-based literacy organization and its professional use of community volunteers. Instead of acting as the sole providers of instruction, in this program, the volunteers work in a variety of capacities. In the adult education classrooms, they work with the teachers, offering one-to-one tutoring for adult learners who need special assistance. Tutoring is vital to the success of the second language learners in this program.

Using volunteers in adult literacy programs is not unique, but it is challenging, and this program has shown how, with care, planning, and professional expertise, volunteers can contribute in important ways. Jan Goethel explains the use of volunteers in the

excerpt below from a recent article about the program, describing the multidimensional role of volunteers.

• *The organization and management of the program by LVA*

LVA is a volunteer literacy program. The Family Literacy Program is supervised by a volunteer advisory committee, composed of representatives of all the partners.

• *The participation of volunteers on a regular basis*

Well-trained and fully-supported volunteer tutors work one-to-one with students in adult basic education. Other trained volunteers assist in the children's classrooms. Junior League volunteers keep the literacy library functioning smoothly.

• *The contribution of community leaders who serve on the LVA Board of Directors*

Some members run the RIF program (Reading Is Fundamental) for children and others participate in the United Way campaign to raise funds for the literacy effort.

Volunteers are trained and supported using the principles of the 50/50 Program Management System (DuPrey, 1992), a training program which balances intake and support in funding and activities.

The Eau Claire staff believes that the volunteers are vital to the success of the program, and that success is evidenced by a lengthy track record of success with adult learners and more recent achievements with children and families.

The other special feature of this program is product development and dissemination. Beginning this year, LVA-CV has its own publishing company, Chippewa Valley Publishing. Its most recent products include *The Path to Family Literacy*, a program planner's manual, and *Put It in Print*, a manual to assist adult educators and tutors in teaching the writing process to adult students and then publishing the finished works.

Dads can blow big bubbles, too! photo courtesy of David Isles

Delivery Key To Effective Messages

(Editor's Note:) LVA-Chippewa Valley's publications contribute greatly to the literature of the field; they are practical and reader-friendly, written in a lively and engaging style. Jan Goethel, co-author of *The Path to Family Literacy* describes the essence of family literacy in the excerpt below, chosen to demonstrate that it's not just what they say, but how they say it!)

In recent years the pathway to literacy has broadened to accommodate the whole family, resulting in a wider road known as family literacy. *The old path, well-traveled and still effective, raises the educational level of parents in order to raise the economic status of the family. When we add another lane, going the same direction, to provide developmental experiences for the preschoolers, we double the traffic. When we expand the surface with supportive shoulders, programs which help parents function more effectively as providers and role models and programs which strengthen the relationship between parents and their children, we enhance life for the family as a whole.*

Such a wide road may look like a major construction job, but it can be done. What you have at the end is hope for the future because of the intergenerational benefits. As with any road, once the way has been paved, the upkeep is not so daunting.

Housing Development Perfect Site For Mobile Even Start Program

A collaborative effort between Board of School Commissioners of Mobile, Alabama and the Mobile Housing Board, the Even Start Program-Project 2004 is located in the center of the city's Roger Williams Housing Development.

"The Mobile Housing Board's staff and residents are extremely pleased with the Even Start Program operating out of the Roger Williams Homes. We get very positive comments from the residents, families and other agencies who serve the area. We are still hopeful that this program can be expanded to serve some of our other centers," said Shannon Sibley, acting executive director of the Mobile Housing Board.

The Mobile Housing Board provides and maintains the facilities for the program. A renovated three-bedroom apartment houses the pre-school center. The adults have classes across the street from the pre-school in the recreation building and computer classes in another apartment building. The housing manager helps to identify and recruit families within the Housing Development for the Even Start Program.

Dollien Perine teaches a preschool class housed in a three-bedroom apartment in Mobile, Alabama.

The Board of School Commissioners of Mobile provides the staff for the day-to-day operation of the Even Start Program and the fiscal management of the budget.

First Even Start Programs Receive PEP Approval

Family literacy programs may choose one of two routes to program validation–(1) the National Family Literacy Project (NFLP), a service of NCFL funded by the National Diffusion Network, or (2) the Program Effectiveness Panel (PEP), of the U.S. Department of Education. Both approaches require evidence of effectiveness in achieving program outcomes, but the process is different for each.

NFLP is a family literacy-specific evaluation process, which includes a site visit. PEP reviews all types of educational programs based on written evidence of effectiveness only. Programs validated by PEP may apply to the National Diffusion Network for funding to disseminate their programs nationally.

According to "Look at Even Start," two Even Start programs have become the first to be approved by PEP for inclusion in the National Diffusion Network.

The Oklahoma City Public Schools Even Start integrates at one site all three components of the program. It meets families' needs with home visits, transportation via school buses, and breakfast for mothers. This program also provides services to infants and places strong emphasis on role modeling throughout all components. Other program strengths are its adult education pre- and post-test scores which compare favorably to NEIS results and parents' involvement with their children's schools.

The Even Start Family Learning Center, Webster Groves School District, Rock Hill, Missouri, is the second program to receive PEP approval. This program integrates all of the family literacy components into an off-campus facility. Strengths include strong comparison data on parent and child achievements, behaviors, and attitudes. When compared to the national evaluation NEIS data, it also excelled. Other features include: transportation for families, meals provided at the center, fund-raising activities with families, and an end-of-year "Celebrating Success" trip.

Two-Year Project Begins In Appalachia

NCFL has entered a partnership with the North Carolina Department of Community Colleges, North Carolina Department of Public Instruction, and local public schools and community colleges in six Appalachian counties to provide family literacy services to 85 families over a two-year period.

Sites will be located in the Snowbird Community to serve members of the Eastern Band of the Cherokee Nation, Winston-Salem, Old Fort, Spindale, Marshall, and Mt. Airy.

Some 29 counties in North Carolina are located in the Appalachian area and typically have residents with low incomes, low levels of education, and high incidents of school dropouts, unemployment, and public assistance.

NCFL's Appalachian project is a step toward supporting and expanding ongoing efforts by the state of North Carolina to showcase the effectiveness of family literacy in breaking the intergenerational cycle of low education and poverty that plagues this area.

NCFL Takes Part In *Business Week Symposium Of CEOs*

On September 26 and 27, the National Center for Family Literacy had a unique opportunity to meet face-to-face with some of the most influential business leaders in the nation, and to talk with them about how they can use their skills and resources to become partners in the family literacy movement.

Sponsored by *Business Week* in conjunction with Wharton Executive Education, and held in Washington, DC, the two-day *Business Week Symposium of Chief Executive Officers* hosted chief executive officers from the largest companies in America. The symposium's theme, "The Spirit of Enterprise," focused on the revival of entrepreneurship in corporations and featured presentations by renowned leaders from throughout the nation.

Discussions ranged from "Forging a Business Government Alliance" to "Reviving Entrepreneurship in Large Corporations." Speakers included Alfred C. DeCrane, Jr., chairman and CEO, Texaco, Inc.; Frank A. Shrontz, chairman and CEO of The Boeing Co.; Edgar S. Woolard, Jr., chairman and CEO, DuPont; and Richard F. Teerlink, president and CEO, Harley-Davidson, Inc.

Other symposium highlights included keynote speeches by Vice President Al Gore and General Colin Powell, chairman, Joint Chiefs of Staff (Ret.)

Sharon Darling, president of NCFL, assembled a panel to discuss "Literacy and Business: A Winning Partnership." Panel members included Michael E. Harreld, NCFL Board of Directors and president and CEO of PNC Bank-Kentucky; James E. Duffy, NCFL Board of Advisors and former president, ABC-Television Network; and The Honorable William Goodling, U.S. Representative (R-PA), and a member of NCFL's Board of Advisors.

The panel, representing experts from business, government and industry, discussed NCFL's pioneering solution of family literacy: how family literacy has proven to be a successful method for not only addressing educational issues, but also for improving social, economic, and cultural problems; and the entrepreneurial spirit of NCFL and how it has attracted national and international private-sector investors.

Panel members shared ideas, from a business and public policy perspective, about finding solutions that will help future generations of Americans lead productive lives.

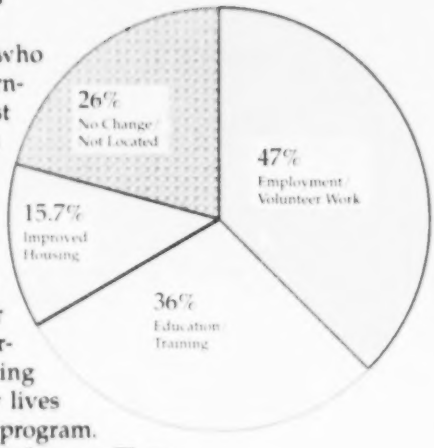
DeAnthony Ritchie, his mom, Yulanda, and her teacher, Heather Redmond, testified before the Senate Labor and Human Resources Subcommittee on Education, Arts & Humanities on the reauthorization of the Elementary and Secondary Education Act. The hearing focused on libraries and family literacy programs. Sen. Paul Simon chairs the committee.

Mr. Ritchie Goes To Washington

Toyota Tidbits

Atlanta TFFL Program Tracks Progress Of Former Students

A follow-up study of 38 students who completed the Toyota Families for Learning program (TFFL) in Atlanta in its first two years (1991-92 and 1992-93) shows that family literacy has had a positive impact on their lives.



Sandra Moore and Torri Hornsby surveyed the former students for changes in activities such as employment and education, as well as for changes in their living conditions. They found that 79 percent of the located students were doing something more productive with their lives than they were before entering the TFFL program. Many of them had made changes in multiple areas. These results show that the program is succeeding in meeting the goal of empowering students to move beyond the program and on to attaining personal success.

Some Gifts Don't Come In A Box

Anyone who has worked with companies in Japan realizes the courtesy of gift giving and the ritual surrounding this practice. On their trip to Japan this summer to update Toyota executives on the success and impact of the Toyota Families for Learning Program, NCFL President Sharon Darling and Special Project Director Becky King found that the most priceless gifts given do not always come wrapped in a box.

In countless meetings, with executives at many levels of management, the gifts that were offered–in addition to the ones in boxes–were those of sincere commitment, rich understanding, and meaningful questions.

An hour's lunch with Dr. Schoichiro Toyoda, Toyota's chairman of the board, and a meeting with Tatsuro Toyoda, the newly named president of Toyota Motor Corp., confirmed their support and personal interest in NCFL and family literacy. To add to these "gifts," NCFL's Japanese hosts arranged a dinner on the evening of July 4 to honor the holiday missed back home. The centerpiece that night, a flag of Japan and the U.S., and the menu blending the flavors of East and West, reflected the blending of two cultures, two entities who together have created a program that shares a common vision of hope and a common foundation of trust. What a gift to give–and receive.

Louisiana TFFL Helps Inspire Family Literacy Advisory Council

Due in large part to the success of the Toyota Families for Learning program in New Orleans, Governor Edwin W. Edwards of Louisiana, has created a statewide Family Literacy Advisory Council.

The council will consist of 13 members from government, education, labor, business, several foundations, and NCFL. Their charge will be to develop a comprehensive Family Literacy Plan for Louisiana by June 30, 1995; assist in the organization of a Louisiana Family Literacy Leadership Conference by June 30, 1995; assist in the organization of a Louisiana Family Literacy Teleconference by June 30, 1995; and to work with the Office of Rural Development and the Gheens Foundation to implement a statewide pilot project family literacy program.

AmeriCorps Launched In National Ceremony

Family Literacy Corps Begins Service To U.S.

Although a plane crash at the White House derailed elaborate plans for the nation launch of AmeriCorps on the South Lawn on September 12, President Bill Clinton did swear in hundreds of AmeriCorps members on the North Lawn that day, with thousands more across the nation taking their oath via satellite.

Among those were some of NCFL's 50-plus Family Literacy Corps members from Los Angeles, Tuscon, Louisville, Atlanta, Rochester, and Philadelphia who officially joined the ranks of AmeriCorps service members at regional festivities around the country

Ceremonies included speeches by national and local officials, calls to service by former VISTA and Peach Corps volunteers and the official oath taking in such festive places as Universal Studios in Los Angeles, and a country music event in Nashville.

The launch culminated start-up activities for the Family Literacy Corps which began in August with a week-long orientation in Louisville for the Corps coordinators and a few lead members from the six cities.

As the programs in each city get under way, Corps members, many of whom will themselves be graduates of family literacy programs, will serve as teacher assistants, tutors of school age children, community resource networkers, and general resources to the family literacy participants.

Interest in the Family Literacy Corps has been overwhelming–to date more than 250 application forms have been sent out to potential recruits. The promise of incorporating family literacy into the national service goals is becoming reality!

Devising Culturally Diverse Definitions Of Teamwork

In presentations across the country, NCFL's training staff often discusses the importance of teamwork. Recently, in Pennsylvania, trainers Nancy Spradling and Sharyl Emberton asked family literacy staff members to take the letters of the word to describe the concept.

The staff from the Gettysburg Migrant Program expressed themselves this way, using the Spanish and English words for each letter.

- **T** *Trabajo, Togetherness, Talking*
- **E** *Empowerment, Excellence, Excelencia, Esfuerzo*
- **A** *Acceptance, Ability, Amor, Amistad, Ayuda*
- **M** *Modeling, Motivation, Modelo, Motivacion*
- **W** *Work, Willingness*
- **O** *Optimismo, Optimism, Openness*
- **R** *Responsibility, Responsabilidad, Resources*
- **K** *Key, Ketchup*

The Greater Erie Community Action Committee Even Start staff developed a rap song.

- **T** *You're going to hear about **teamwork** from all of us*
  *And the first thing you need to have is **trust**.*
  Teamwork gets everybody on the ball
- **E** *But we need 100% **effort** from all.*
  Respect for all puts you in the right mood
  So you've got to bring along a good
- **A** ***attitude**.*
  So remember from January to December
  You've got a part to do so be a good
- **M** ***member**.*
  If you want a good program you've got
- **W** *to be **willing***
  Then your families gain and everybody is chillin'.
  So just get wise and exercise
  *Your right to get down and get **orga-***
- **O** ***nized**.*
- **R** ***Reliable** means we count on one another*
  And work together like sisters & brothers.
- **K** *Be **knowledgeable** and always alert.*
  *Then you got it going on because you've got **TEAMWORK**!*

When a staff member from the Gettysburg Migrant Program was asked about the inclusion of the word ketchup in their description of teamwork, she explained:

"The staff as well as our clients come from a variety of ethnic backgrounds and bring to our program very different viewpoints.

"We sometimes refer to ourselves as the United Nations. We came up with the word 'ketchup' because just like the 57 variety kind, that's what we are–different ingredients that make a whole."

What is teamwork? One family literacy team developed this poem:

- **T** *o come together*
- **E** *ach and every day*
- **A** *ccepting each other*
- **M** *aking a new way!*
- **W** *illing to change*
- **O** *ffering to share roles*
- **R** *especting our mission*
- **K** *eeping our goals!*

Inquiry/Registration Form

☐ Registration Form ☐ Inquiry only

Affiliation: _____

Name: _____

Title: _____

Address: _____

City/State/Zip: _____

Phone: _____ FAX: _____

Training Session(s) you will attend: _____

Date(s): _____

Registration Fee(s): _____

Check enclosed: _____

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Waterfront Plaza, Suite 200
325 W. Main St.
Louisville, KY 40202

Due to potential changes in this schedule we ask that you do not make non-refundable airline reservations until you have received written confirmation from NCFL.

NCFL Training Schedule

October 23-28	Regional Training which includes Basic Implementation, Advanced Professional Development and Coordinators' Seminar Thornwood, NY	*
November 7-10	Implementing a Family Literacy Program: Staff Training Los Angeles, CA	*
January 23-27	Regional Training which includes Basic Implementation, Advanced Professional Development and Special 1-day Seminar to be announced Hilton Head, SC	*
February 13-17	Implementing a Family Literacy Program: Staff Training Louisville, KY	$300
March 6-10	Regional Training which includes Basic Implementation, Advanced Professional Development and Special 1-Day Seminar to be announced Kansas City, KS	*
April 20-25	Pre-conference Trainings; National Conference on Family Literacy Louisville, KY	*
June 19-23	Implementing a Family Literacy Program: Staff Training Louisville, KY	$300
August 20-25	Implementing a Family Literacy Program: Staff Training Louisville, KY	$300

**Please send inquiry/registration form for information brochure on the date(s) you are interested in attending.*

NCFL PUBLICATIONS

The experience of the National Center for Family Literacy has been documented in publications and on videotape.

V1 **Breaking The Cycle. $20**
A 14-minute videotape about the Kenan Model Program (VHS format).

V2 **The Power of Family Literacy. $20**
Using examples from the Toyota Families for Learning Program, NCFL's national demonstration project, this video views family literacy through the people who live it. After seeing them, you will know why it is no wonder that the power of family literacy is touching communities across the country. (1/2" VHS format)

V3 **Training Videos. $60 each; $100 for the set of two; manuals included.**
Empowering People: Parent Groups
This video includes excerpts from actual group sessions showing content and processes and highlighting skills needed by group facilitators. Includes supplementary manual.
The Power of Parenting: Parent and Child Interaction
This video demonstrates the power of parent and child interaction sessions. It includes actual footage of activities and staff and parent reactions. Includes supplementary manual.
Manuals available without videotapes. See P12 below.

V4 **A Success Story. $15**
An 11-minute videotape that introduces the viewer to family literacy and the services of NCFL. The tape summarizes the problems in America that can be addressed by family literacy, describes and illustrates the concepts of family literacy, and provides information that can assist local program planners in starting a family literacy program. This videotape provides an excellent orientation for policy makers, administrators, and community groups interested in family literacy.

P1 **A Guide to Funding Sources for Family Literacy. $10**
Describes funding sources, how to design a funding package and write a proposal. Updated November 1993.

P2 **Spreading the Word, Planting the Seed:**
The National Center for Family Literacy. $5
A summary of 1989-90 activities and accomplishments of the National Center for Family Literacy.

P3 **William R. Kenan, Jr. Charitable Trust Literacy Project: Final Report. $5**
This July 1989 report documents the results of 18 months of work with the families in the Kenan programs.

P4 **A Place to Start: The Kenan Trust Family Literacy Project. $5**
A narrative description of the Kenan Trust Family Literacy Project and the National Center for Family Literacy.

P5 **Past and Present Educational Experiences of Kenan Trust Parents. $5**
This exploratory study looks at past and present educational participation of 34 parents enrolled in Kenan Family Literacy Programs. The study describes the process of disengagement from schooling that led all of the respondents to drop out of high school. The sense of alienation from schooling persisted into adulthood and was a major factor in respondents' decisions to drop out of adult education programs. Results of the study showed that parents persisted in family literacy programs because the programs addressed their sense of alienation from schooling.

P6 **Evaluation of Family Literacy Program $15**
A collection of the reports and a summary of the information collected by NCFL relating to results of evaluation of family literacy. Included are:
Follow-up Studies of Children Participating in the Kenan Project
Follow-up Study of the Impact of the Kenan Model for Family Literacy
What We Know
Results of a Follow-up Study of 14 Family Literacy Programs
Executive Summary of Research Being Conducted at Seven NCFL Model Family Literacy Sites
The Power of Family Literacy

P7 **Using Computers in Family Literacy Programs. $10**
This paper discusses strategies and activities that involve the computer as a literacy tool in intergenerational programs. The strategies describe ways to create an environment that encourages the computer to be used as a communications device, to generate original materials that encourage literacy development, and to offer unlimited possibilities for reciprocal learning between parent and child. The strategies and activities described are based on the experiences of teachers and students participating in the National Center for Family Literacy's Apple Partnership Program.

P8 **Family Portfolios: Documenting Change in Parent/Child Relationships. $5**
This publication discusses the concept of authentic assessment and focuses on the use of portfolios as assessment tools in family literacy programs. The report defines the types of information and artifacts that can be included in portfolios, and discusses ways to analyze portfolio data.

P9 **A Strengths Model for Training in a Family Literacy Program. $5**
A publication that discusses the importance of identifying individual family strengths and using the findings when developing the family literacy model. The model that uses those strengths to create a literate environment in the home is a model that will have the greatest effect on the family. The publication also provides practical applications for the family literacy provider.

P10 **Family Literacy: The Need and the Promise. $5**
A six-page monograph, written by Sharon Darling, consisting of transcripts of her speeches and general information about the need for family literacy programming.

P11 **Generation to Generation:**
Realizing the Promise of Family Literacy. $19.95
This book provides a practical and thorough discussion of literacy issues as they impact the family unit. The book presents a scope of our nation's struggle with illiteracy; offers practical guidelines for establishing community programs that offer promising solutions; and identifies important ways that families can learn together.

P12 **Training Video Manuals. (Refer to V3.) Separately $10; both $15**

P13 **The Power of Family Literacy. $1 each for bulk shipments of 5 or more**
This report presents the evaluation of the 1992-93 Toyota Families for Learning Programs. The evaluation data indicate that adults participating in family literacy programs demonstrate greater gains in literacy than adults in adult-focused programs; participants in family literacy programs are less likely to drop out of the program than are participants in adult-focused programs; children participating in family literacy programs demonstrate greater gains than children in child-focused programs, and more educationally supportive home environments are reported by parents after participating in family literacy programs.

P14 **Policy Maker's Guide to Understanding Family Literacy. $25**
A resource for all involved in the administration of family literacy programs. This manual discusses how to build in quality from the beginning and the key components of quality family literacy programs. The manual is sold in a binder combined with **A Guide to Funding Sources** as the complete handbook for family literacy programs.

P15 **Family Literacy Program Quality Self Study. $10**
This instrument is a self assessment guide for center-based family literacy programs. It is a tool designed to facilitate implementation of the four components of family literacy: adult literacy, early childhood education, parent and child interaction, and parent education / supports. Sections of this instrument apply to all family literacy programs, including less comprehensive models.

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Please invoice my agency _____
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Item # (P or V and #)	Price	Qnty.	Total
		Total Amount	

_____ *Please send additional information about training*
_____ *Please place my name on the mailing list*

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Save The Date!
APRIL 23-25, 1995
Fourth Annual
National Conference on
Family Literacy

Featured Speakers
Barbara Bush, the First Lady of Literacy
Walter Anderson, Editor, *Parade Publications, Inc.*

Pre-conference Activities
April 20-22, 1995
Professional Development Training and Pre-conference Workshops

Networking
Interactive Sessions

Kentucky Derby Festival Opening Ceremony
"Thunder Over Louisville," featuring the largest fireworks display in North America
Saturday, April 22, 1995

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The NCFL Newsletter is a quarterly publication of articles and information relating to family literacy. Readers are encouraged to copy and share content from this newsletter. We do request that you credit NCFL as the original source of the information. NCFL was established with funding from the William R. Kenan, Jr. Charitable Trust.

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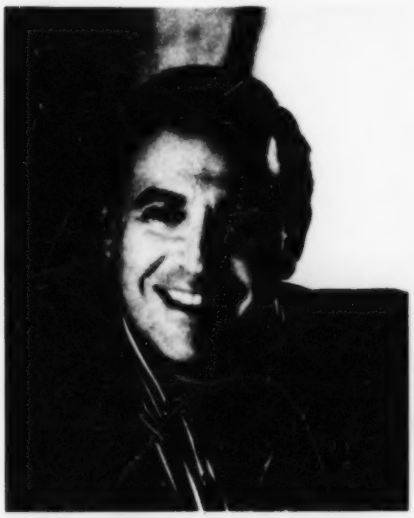
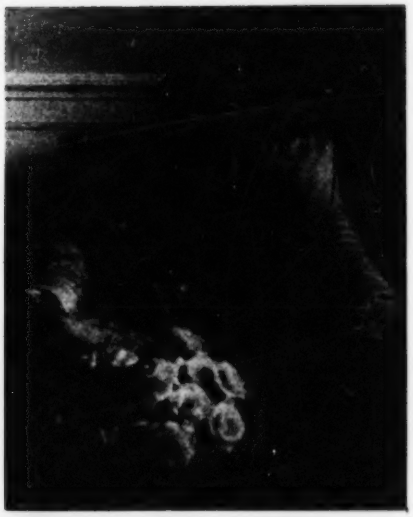


Walter Anderson



Barbara Bush

Alex Kotlowitz

Renowned Speakers Highlight 1995 National Conference

The Fourth Annual National Conference on Family Literacy is right around the corner, and it's shaping up to be one of the biggest and best ever. Keynote speakers include Barbara Bush, former first lady; Alex Kotlowitz, author of *There Are No Children Here*; and Walter Anderson, editor, *Parade* magazine.

The 1995 conference, to be held between April 23 and 25, will attract more than 1,500 people to Louisville from all over the country. The conference theme, "Creating a Community of Learners — Touching Tomorrow Today," celebrates the success of the family literacy movement as a catalyst for systemic change.

The theme emphasizes that although a community's boundaries may be defined by geographic borders, cultural heritage, or shared interests, its overall strength often is determined by the well-being of each of its members. As part of the celebration surrounding the 1995 conference, we will explore the relationship of family literacy to community in its many forms.

Recognizing that family literacy is a powerful strategy in the intricate process of creating communities of learners that rise to the complex challenges of improving our education, social and economic systems, we will explore how to first create families of learners by getting families to address the personal challenges they meet at their doorsteps, thereby creating a ripple effect, which will spread to the entire community of learners.

Policymakers, practitioners, and researchers, alike, will find many opportunities to expand their views and increase their knowledge at the 1995 conference.

In addition to the general conference schedule, special sessions will be held for those interested in the following family literacy related programs: Title I, Head Start, Even Start, Toyota Families for Learning Programs, Knight Family Education Programs, AmeriCorps, state family literacy initiatives, adult education, family support, ESL, and Native American programs.

Professional development trainings will be offered from 9 a.m. to 4 p.m. on Thursday and Friday, April 20 and 21, and from 9 a.m. to noon on Saturday, April 22. Participants may choose one of the following: A) Curriculum Integration: The Tapestry of Core Components; B) Linking Assessment to Instruction; C) Building Curriculum Upon the Healthy Traits of Families —

continued on page 14

PS 023121

PARENTS PAVE THE WAY

NCFL Responds To U.S. Department of Education's
Strong Families, Strong Schools:
Building Community Partnerships For Learning

*Three Decades Of Research Have Shown That Parental Participation Improves Students' Learning. **

According to Doug Powell in "Strengthening Parental Contributions to School Readiness and Early School Learning," "A child's ability to successfully accommodate school expectations and tasks is affected by an interrelated set of child, family, school, and community influences."

Since the 1960s, the education community has realized the importance of parental involvement in a child's education as a factor for school success.

Parental involvement can take many forms, from preschool parent/child interaction which fosters educational readiness, to helping a school-aged child with homework, volunteering to help in the child's school, and taking an active interest in how the child performs in school.

Although educators generally agree that parental involvement is only one of many factors that contribute to a child's success in school, it is so important that it was added as the eighth National Education Goal:

"Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children."

The Department of Education also has formed a 45-member National Coalition for Parent Involvement in Education, and issued a report titled *Strong Families, Strong Schools: Building Community Partnerships For Learning*, to foster parental involvement in their children's education.

*Strong Families, Strong Schools: Building Community Partnerships for Learning, U.S. Department of Education, September 1994.

The study discusses the need for parents to be involved in children's learning, the obstacles to parental involvement, and some ways to overcome those obstacles.

Family literacy recognizes the wholistic approach needed to create families of learners. **How does family literacy fit within the national goal of parental involvement?** NCFL culled the points on the following page (left column) from *Strong Families, Strong Schools*, suggesting the need for parental involvement. Our beliefs about and experiences from family literacy (right column) may provide the step for many to reaching this goal.

With the theme of parental involvement in mind, we went one step farther and asked a principal to share her perspective on family literacy and parental involvement, and a family literacy student to share his. Their comments are on pages 4 and 5.

The Issues
From Strong Families, Strong Schools:

Children's success in school can be linked to reading to children and listening to them read. The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.

The role of parents in the education of their children cannot be overestimated. By becoming involved in their local school community, parents can provide the essential leadership which will lead to improvements in educational opportunities for their children. (Mexican American Legal Defense and Educational Fund.)

Reaching families whose first language is not English requires accommodations. Translating materials into their first language can be useful for these parents, but written communications alone are not enough.

Teachers ranked strengthening parents' roles in their children's learning as the issue that should receive the highest priority in public education policy over the next few years.

Many parents say they would be willing to spend more time on activities with their children if teachers gave more guidance.

Language barriers of immigrant families and communication barriers of English-speaking families who have had little education or bad school experiences limit family-school contact.

High rates of poverty and the concentrations of poverty by neighborhoods limit student opportunities at home and after school. Many neighborhoods lack easy access to libraries, cultural institutions, health services and recreation.

Some Answers
From Family Literacy:

Parents may not know how important it is that they interact with their children by reading to them. They also may lack the skills needed to read to their children with confidence. Family literacy programs help them understand this value and help them acquire the skills to read confidently. One family literacy student recently commented that "I never realized how much it would mean to her to hear me read." Now he does realize the importance of this activity and reads to his daughter daily.

Early findings from a study of family literacy participants showed that before entering the program, most parents were unaware of their roles as teachers of their children, and did not understand the connection between day-to-day experiences and school learning. They not only needed concrete instruction in methods for working with their children at home, they also needed to improve their own literacy skills. Once made aware and provided with skills and new ideas, parents became real partners in their children's learning. The same study showed that they not only interacted with their children more in learning activities, but they also volunteered in their children's schools more, and their older children had less absenteeism.

Family literacy programs are ideal for meeting the needs of immigrant families. With the parents and children learning a new language together, they build on the strong ties these families bring with them to their new homes. In many programs the parent support group also provides adults the opportunity to share and learn with others from their own language and culture.

Family literacy strengthens parents' literacy and parenting skills. One follow-up study of family literacy participants showed that elementary school teachers noticed strong parent involvement in families who had participated in family literacy programs. More than 50% of the teachers of former family literacy children described parental participation in school activities and school work as a major strength of the child.

During parent/child interaction time, family literacy teachers suggest home activities for parents and children that reinforce the learning in the children's classroom.

Parents get to know school personnel and become familiar with school policies through family literacy programs. Many spend time volunteering in the school as a regular part of their program day.

Some family literacy programs are located in public housing developments. Others collaborate with local libraries, YMCAs or YWCAs, or Boys and Girls Clubs to offer services. Still others carry family literacy services to families in mobile vans, or make individualized home visits. Connections also are made through visiting speakers and student field trips.

GUEST EDITORIAL

FAMILY LITERACY: MAKING A REAL IMPACT WITH PARENT INVOLVEMENT

by Brenda Logan, Principal, Hazelwood Elementary School
Louisville, Kentucky

Every principal wants to encourage parental involvement in the school. There is no stronger force for student success than a truly active partnership between parents and school staff. At Hazelwood Elementary, we are always looking for more effective ways to involve parents in the total educational process, and over the years we have developed and implemented a number of successful programs to bring parents in. But our family literacy program really stands out as an effective way to get parents involved.

In family literacy, parents are demonstrating to their children their commitment to education by returning to school to work toward GEDs or to upgrade their skills. These parents participate with their children in special school events, but they are also here for daily activities such as riding the school bus and eating lunch with their children.

Parents in family literacy volunteer in virtually every part of the school, from making bulletin boards to voting on decision-making boards. The difference family literacy has made at Hazelwood Elementary is significant and lasting, in a community where the need for the program is great.

Hazelwood Elementary is located in an economically disadvantaged area of Louisville. The school property adjoins a large public housing development where most of our students live. Often the parents of our children are uneasy in a school setting, remembering school as an unpleasant place where they felt inadequate. It is often the parents who want to help their children who are the most reluctant to get involved at school.

Fortunately, family literacy targets those parents, inviting them to make a new start in their own education while helping their preschoolers get a good start in school.

As our family literacy program grows, we continue to see remarkable changes, not only in the parents and preschoolers, but in the older children as well. Students in kindergarten through fifth grades whose parents come back to school show great improvement in all areas. They are coming to school on time, homework in hand, proud to be walking in with a parent and a preschool sibling.

"Family literacy provides a bridge into the school"

Problems with behavior and attitude are smaller issues and more simply handled with parents on site. The family literacy program is delivering on its promise to benefit the whole family.

Parents learn what is expected of their children through direct experience in the school. A parent who boards the bus, carries a lunch tray, and walks the halls each day has a feel for how their child's day really is. They are more likely to request conferences with teachers and ask more pointed questions. When parents are unsure how to help with the child's homework, they can get help in the adult education class as well as with the child's teacher. Parents in family literacy make homework a family time. They often speak of helping with their children's homework, and also of their children helping them with their new skills.

Parents in the family literacy program at Hazelwood attend four days a week for the full school day. Their academics take up most of the morning, with time scheduled before lunch to interact with their children in the preschool and infant/toddler rooms. After lunch, while children rest, parents have group discussions about topics they have chosen. The remainder of the day is spent in academics and volunteer activities in the school.

What a super group of volunteers we have from family literacy! Parents are free to choose projects, and they can be found working anywhere in the school. Their volunteer time often provides valuable vocational experience while benefiting the school. We have had parents working in the library, in the computer lab, and in classrooms.

They attend Chapter I parents meetings, serve on PTA committees, and hold offices in school organizations. One of our family literacy parents, Regina Mayo, was recently elected to serve on the Family Resource Advisory Board, as were other family literacy parents before her. These parents are joining the many other Hazelwood parents who are involved in helping to shape their child's educational experience now, as well as helping to guide the school into the future.

Since we are in our fourth year of the program, we have seen this involvement continue even after parents complete the program. Parents who once saw themselves as not fitting in with the school are now comfortable in their new roles as partners in their children's education. Family literacy provides a bridge into the school so that parents can learn and get involved. Their newfound success in achieving their own goals encourages their children to learn and to succeed. At Hazelwood, we are committed to continuing those successes.

GUEST EDITORIAL

How I Got Involved In My Daughter's Education

by Joey Hiser, Adult Student in Family Literacy
Cane Run Elementary School, Louisville, Kentucky

I really wasn't thinking about my daughter's education when I got started in family literacy. I called my worker and told her that to finish out my education I needed child care for my daughter, Melissa, who was three at the time. She told me that in the family literacy program, they teach the kids along with the parents. She said it was free, and that was the key word for me, because I wasn't working. Without my high school education, the only jobs I had been able to get were in construction; always temporary, always seasonal, and always low paying. I had to do better for myself and my daughter. I called the program and the teachers invited us over for a visit.

Joey and his daughter, Melissa, listen to a reader on National Family Literacy Day.

Melissa was sold on the program as soon as we walked in. The preschool room looked like a wonderful giant playground to her. There was so much a little kid could do in there, she couldn't wait to get started. I stood there watching her. I don't think I had ever been that glad to be in school when I was a child.

The adult ed teacher and the early childhood teachers were really nice. They had a reassuring way about them, and I guess I needed some reassuring. I had dropped out of school as soon as I could. There were a lot of problems I had to deal with as a kid. My parents would help me with my homework, but I never felt like I could ask my teachers for help. It seemed like my teachers would get all over me for every mistake I made, but I kept making mistakes. I didn't think at the time that dropping out of school was the biggest mistake of all. I was just glad to get away from the teachers. Now here I was talking to the family literacy teachers about coming back to school, and somehow they helped me feel good about it.

So Melissa and I started school the next day. The teachers had explained all about how the parents spend time with their kids every day, but it didn't hit me exactly what they meant until later that morning when Melissa's teacher brought her to my classroom so Melissa could tell me her "plan" for us for later. Melissa came running over to me all excited about the flannel board and the *Three Billy Goats Gruff*. She said she and I were going to "read" the story using pictures that we could stick up on the board. I was glad *she* understood what we were going to do, because I was still a little unclear about it.

After all the parents heard their kids' plans, the adult ed teacher started asking us about how we could use that play time together to help the kids learn. We have all these posters in the adult ed room about how children learn, and the other parents who were used to the program told me how it worked. We would play whatever our kids wanted to play, but we would be looking for ways to teach them about language or numbers or getting along with other people. Since the other parents were used to it, I felt better about doing it.

That was last year. This year Melissa and I both feel at home when we're in school. I am just as glad to be here as she is. I am getting closer to being ready for my GED, thanks to hard work and a good teacher. She is so understanding and encouraging. I can make mistakes here and still feel like a human being. That gives me the motivation to keep on learning.

Having parent group every day helps a lot. We can express our problems and talk over our ideas about how to make it a better class, a better school, and really a better community. I never thought I would be talking in front of a group, but recently I was the leader of parent group. I talked about being a single parent from a father's perspective, then other parents gave their perspectives. It's like a little family the way we help each other, like a bunch of big brothers and big sisters.

We are helping the school, too. All the family literacy parents are volunteers in the school. I get here early each morning to help with the kids in the cafeteria. I help with the fluoride pro-

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Sign Up Now!

Regional Trainings To Be Held In Hilton Head, Kansas City

A menu of staff development opportunities is scheduled at two upcoming regional trainings. In Hilton Head, South Carolina, at the Southeast Regional Professional Development Seminars, NCFL trainers will offer three workshops: three and one-half days of basic implementation training, a one-day seminar for program coordinators, and two and one-half days of advanced training on selected topics for experienced family literacy program staff.

NCFL's partner for this event is the South Carolina Head Start Association. The trainings are sponsored by The Coca-Cola Foundation and Coca-Cola Bottling Company Consolidated. Dates for the concurrent workshops are January 24-27, 1995.

Kansas City, Kansas, is the site of the Midwest Regional Professional Development Seminar, provided in partnership with the Kansas Department of Education and scheduled the week of March 13, 1995. The workshop offerings will be similar to those planned for the Southeast seminars, but the advanced training will focus on strategies for curriculum development based on the strengths of families.

These seminars offer high quality staff development close to home for program staff from the Southeastern and Midwestern states. They also feature opportunities for program-to-program sharing and special out-of-the-classroom team-building activities.

Fees for the seminars include meals and materials. Call Ann Hasty at (502) 584-1133 for information. Enrollment will be limited, so call early to register with NCFL and ensure special room rates at the hotels.

Full-Time Training Specialist Position Open At NCFL

The National Center for Family Literacy (NCFL) is searching for an educator with background in early childhood education to fill an opening for Family Literacy Training Specialist. Candidates with experience in family literacy and staff development are encouraged to apply. Classroom experience with children of other languages and cultures would be especially helpful. This is a full-time position based at NCFL headquarters in Louisville, Kentucky. Send resumes or direct inquiries to Susan Paull, Director, Training and Staff Development. NCFL is an equal opportunity employer.

New Training Staff Members On Board At NCFL

Two new staff members have joined the Training Department team at NCFL. Karen Sandoval, Family Literacy Training Specialist, spent the last five years working as teacher and coordinator of the Even Start program in Anderson County, Kentucky. She also has extensive background and academic preparation in adult education and English-as-a-Second-Language (ESL) instruction. Karen's immediate responsibilities will include development of training modules in the areas of home visits and adult ESL instruction.

Ronna Spacone is the new National Diffusion Network (NDN) Project Manager. (She replaces Susan Paull, now Director of Training and Staff Development.) Ronna comes most recently from the Montgomery County (Virginia) Schools, where, as Adult Literacy Coordinator, she supervised the district's adult education classes and the Even Start program. Ronna's academic preparation in curriculum and instruction, and her experience with the Even Start local program evaluation will serve her well as she heads the National Family Literacy Project. The project is funded by NDN as a mechanism for identifying and disseminating excellent family literacy programs and practices.

Implementing a Family Literacy Program: Staff Training

February 13-17, 1995 in Louisville, KY

Topics Include

- Recruitment and Retention
- Goal Setting & Assessment
- Approaches to Instruction for Adults and Young Children
- Parent Groups
- Parent and Child Interaction
- Component Integration
- Teamwork
- Program Evaluation

Cost: $300

See next page for registration information.

NCFL Training Schedule

January 24-27	Regional Training which includes Basic Implementation, Advanced Professional Development and Coordinator Seminar	Hilton Head, SC *
February 13-17	Implementing a Family Literacy Program: Staff Training	Louisville, KY $300
March 13-17	Regional Training which includes Basic Implementation, Advanced Professional Development and Special 1-Day Seminar to be announced	Kansas City, KS *
April 20-25	Pre-Conference Trainings and NCFL Annual Conference	Louisville, KY *
May 16-19	Great Lakes States Regional Professional Development Seminar	E. Lansing, MI *
June 19-23	Implementing a Family Literacy Program: Staff Training	Louisville, KY $300
August 20-25	Implementing a Family Literacy Program: Staff Training	Louisville, KY $300

* *Please send inquiry/registration form for information brochure on the date(s) you are interested in attending.*

Inquiry/Registration Form

☐ Registration ☐ Inquiry only

Affiliation _____

Name _____

Title _____

Address _____

City _____

State/Zip _____

Phone _____

(FAX Number, if available) _____

Training Session(s) you will attend:

_____

Date(s) _____

Registration Fee(s) _____

Check enclosed _____

or Purchase Order # _____

Please complete and return to:
National Center for Family Literacy
Waterfront Plaza, Suite 200
325 W. Main St.
Louisville, KY 40202-4251

Due to potential changes in this schedule we ask that you do not make non-refundable airline reservations until you have received written confirmation from NCFL.

How I Became Involved ———

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gram, call the central office with reports, and help make copies. (I had no idea how much paperwork teachers have to do until I started volunteering.) I have helped devise forms for my teacher to use in her math/budgeting lessons. I feel important here and I know we are accomplishing something important.

But no matter how much we all help, it is helping us more. This is on-the-job training that will help us no matter what kind of job we end up with. Everything we learn is good for something, and you can tell that the kids are proud of us.

The kids follow our example of learning all we can. I was surprised at first at how fast Melissa learned, but I know now to expect her to be doing something new every day. It's funny when I think back about how I used to try to bribe her with candy to get her to sit down and learn something. Now I know to let her play and pick up on the things she's interested in so I can teach her new things. She gets a choice, and I don't always feel like I have to think up everything to do with her.

Her speech is better and her teachers keep me informed about how I can help her even more. She loves books and we read them by the stack, at school and at home. I check out her favorite, *Goodnight Moon*, a couple of times a week. She tries to read my books with me and asks me how I can read without any pictures. I'll always find some part I can read to her and ask her if she can see pictures in her mind. I tell her that she and I will keep on reading together and that someday she'll read books without pictures and still see pictures in her mind.

Melissa will be five in December and in kindergarten next year. Kindergarten will be a lot easier for her now that we have been in school together. She's already "in the groove." She likes being here and she knows the rules. She will have some of her preschool classmates with her in kindergarten. I know her kindergarten teacher already, and even though I'll probably have my GED and be in college by then, I'll stay involved.

I won't be here every day then like I am now, but I know the principal, the teachers, and the other parents. I will keep on being a volunteer after I graduate, just on a different schedule. The PTA and Family Resource Center always have projects going on, and not just during regular school hours. This is a school where parents are important. There is always something to do. They know they can count on me.

But what's most important is that Melissa knows she can count on me to stay involved with her education. I realize now how important that is, and I'll be there for her all the way.

Through the Library Door: Creating A Community of Learners

by Barbara Tierney

Sharon Darling has spoken about the synergy which results when families learn together. The Manhatten/Ogden Even Start program has experienced a community-wide synergy of shared teaching and learning in the small town of Ogden, Kansas.

Ogden, Kansas Even Start

Ogden sits at the gates of Fort Riley, a major military installation. The majority of its 2,200 residents live in small rental units. The town is isolated from other nearby communities. There is no public transportation, no middle school or high school, no public health center, and no public library. The region's Even Start program has its office in Manhatten/Ogden Unified School District's Ogden Elementary School.

Even Start's goals are to empower parents in their role as their children's first teachers, to assist children in reaching their full potential as learners, to foster adults' literacy efforts, to enhance community literacy awareness, and to promote positive attitudes toward education.

Common needs and goals have formed the basis of a strong collaborative effort. Even Start families needed a community center to support their learning. Ogden Elementary School had a vision to be a family learning center. School district goals included involving families in lifelong partnerships. A home-school-community partnership has taken on a life of its own to meet these goals.

Another sign of success was evident during a visit by the district library media director. When she bent down to ask a three-year-old his name, he looked up at her and said, "Shhh! I'm reading right now!"

Through Even Start's partnership with Ogden Elementary, the school library issues cards to Ogden families and allows them to access the school's library. The school also has established a parent resource room; extended school library hours after school and throughout the summer; developed a parent involvement program which distributes a newsletter and organizes activities for all families in the community.

Other features of the partnership include shared computer technology and instruction; curriculum integration and joint goal setting with classroom teachers; and a flexible library schedule during the school day. The use of the school's library by preschool families has been commended by the U.S. Department of Education and was noted as a contributing factor when the Manhatten/Ogden School District received the 1992 "National School Library Media Program of the Year" award.

Family Reading Workshops

In the summer of 1990, Even Start began its family reading workshops in the Ogden Elementary School Library Media Center. A goal for Kay Weigel, the library's media specialist, was to blend the challenges set forth in *Information Power: Guidelines for School Media Programs* by the American Association for School Libraries with the school district's learner outcomes.

Kay believes that learning is inspired when families read together, and she and Doyle Barnes, the school principal,

both believe that equal access to information and resources in the community is a must for all ages.

Through participation in the shared reading workshops, families positively experienced their first transition to school. Parents and children got hooked on books together, and as confidence in their literacy skills grew, the parents asked to check out books to read with their children at home.

As more and more families began to get library cards and check out books, Even Start began contributing resources to expand the library's picture book collection. Parents volunteered their time to help process and shelve the new books. While they worked, mothers, who previously were not even familiar with books by Dr. Seuss, were overheard to exclaim, "Look! Another one by Eric Carle. I just love *The Very Hungry Caterpiller*," and "Oh, this one won a Caldecott award for best art!"

Babies in the Aisle

One mother wanted to help in the library but had no childcare. Kay suggested that she bring her toddler, and Even Start brought in a box of toys to occupy the child's time. It wasn't long before other moms started to bring their babies, too. Soon Kay had so many volunteers in the library that she had to create a schedule of times for the parents to work.

As the program's popularity grew, the library became a challenging area to navigate: look out or one might step on a baby! Another sign of success was evident during a visit by the district library media director. When she bent down to ask a three-year-old his name, he looked up at her and said, "Shh! I'm reading right now!"

Family Friendly

Even Start talked to Mr. Barnes about the need for parents to have a room of their own, opening into the library. By shuffling scarce and precious space, a parent resource room with cribs, toys, parenting materials and computers was established. Now mothers have a special place outside of the library and the classrooms to nurse and rock their babies, receive individual tutoring, work with their children at the computers or contribute to the community newsletter. Babies and toddlers now have a place to be without getting trampled on by older students.

One day a first grader was taking a new classmate on a tour of the school. As if every elementary school puts a priority on reserving space for the entire family, he was overheard saying, very matter-of-factly, "Here's the library, and here's where we keep all the babies."

The collaboration between Even Start and Ogden Elementary School has had many positive effects. Circulation rates at the Ogden school library have increased yearly. In 1993-94, library cards were issued to 82 Even Start families who checked out more than 1,350 books. The reading program has been expanded, and Ogden primary teachers collaborate with Even Start to integrate parent-child curriculum in the classroom.

Due to increased demands, Even Start and Ogden Elementary have provided resources to hire a library clerk and computer technologist. A partnership grant with Kansas State has resulted in the acquisition of additional computers for families to share. Ogden Even Start and Elementary School truly have experienced a community-wide synergy.

Wisconsin State Conference Features Validated Program

by Jan Goethel

It wasn't fire in the pumpkins that was responsible for the glow hanging over the family literacy program in Eau Claire, Wisconsin, on Monday, October 31. Aside from Halloween festivities in the preschool, it was a normal work day in the adult classrooms and in the office of Literacy Volunteers of America-Chippewa Valley, which coordinates the effort.

The lingering glow followed the ceremony just a few days before which declared the program to be one of the best in the nation. When NCFL President Sharon Darling took the occasion of her keynote address at the Wisconsin Conference on Adult Literacy to personally recognize the program's National Family Literacy Project validation award, everyone involved in the program felt pride.

They knew that the program's success had come as the result of concentrated team effort. This award recognized not only the excellent leadership of Carol Gabler and her staff, but also the hard work of the family literacy staff, the volunteers who make things happen on a day-to-day basis, and community partners which include the area technical college, the YMCA, the county Human Services Department JOBS program, the public school system, and the public library.

Prior to the ceremony on October 27, LVA-CV hosted a breakfast to give team members an opportunity to meet Ms. Darling. This informal gathering allowed members of the LVA-CV Board of Directors and partners from the community to mingle with tutors and instructors and share the sense of accomplishment.

In her speech at the ceremony, Ms. Darling identified the components which make the Eau Claire program unique: its utilization of trained volunteers in many capacities and its dissemination through publication.

NCFL President Sharon Darling, left, presents the NFLP Validation Award to Martin Metten, president of LVA-CV Board of Directors, and Carol Gabler, LVA-CV Executive Director.

Although the event has passed and the work continues, the glow remains. A hearty "pat on the back" always brightens the way.

Exemplary Program Shares Its Materials

Product development and dissemination are important parts of the literacy program in Eau Claire, Wisconsin. In 1994 Literacy Volunteers of America-Chippewa Valley formed its own publishing company, Chippewa Valley Publishing.

The following publications are currently available:

• ***The Path to Family Literacy***, written by Carol Gabler and Jan Goethel. This manual is a practical and informative guide to building a comprehensive family literacy program. It covers all ground between basic philosophy and program evaluation in a user-friendly style. $22

• ***Put It in Print***, a collaborative effort from specialists in the fields of adult education, creative writing, printing, and product development. This manual assists adult educators and tutors in teaching the writing process to adult students and then publishing the finished works. $8

• ***Celebrate Writing***, a collection of

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Confused About Whether Your Program Should Apply For NFLP Validation?

(You're Not Alone)

To the Editor:

I coordinate a family literacy program. Our director thinks it's time to apply for a National Family Literacy Project (NFLP) validation award. The staff's not so sure. Why should we apply, and if we decide that we're interested, how do we know if we're appropriate? Finally, what's involved in the process?

Thanks for your help,
Confused and Concerned Coordinator

Dear Confused and Concerned:
I hope this answers your questions. Remember: if you apply to this year's process, applications are due January 27, 1995. Please call with any further questions, (502) 584-1133. Good luck!

Why should your program apply to the NFLP? Our validation process is a family literacy-specific alternative to the process of the U.S. Department of Education's Program Effectiveness Panel. If approved, your program would receive national recognition and a chance to share your success. The entire family literacy field would benefit from the dissemination of your program: planners would have the opportunity to select a model that best suits their needs, and inexperienced programs would gain from your expertise. Besides, documentation of your program's effectiveness could lead to increased funding and support.

Is your program appropriate? To be considered for NFLP validation and dissemination, your program will need to have been in operation for at least one full year and must include the basic components of: 1) adult literacy/basic skills instruction, 2) early childhood education 3) a parent information/support group, and 4) regular parent/child interaction. These must be integrated to form a comprehensive, family-focused services approach. Be certain to have an evaluation design that assesses effectiveness in achieving participant outcomes and program objectives. Quantitative data are required; evidence of qualitative assessment is also valuable. Finally, programs who apply should have a feature or process of special interest to the field.

What are the steps in the process? After your program has confirmed its interest and eligibility, complete the formal application in two parts. First, a self-evaluation of your program's process using the NCFL's *Standards & Commentary and Rating Scales*. In the narrative portion of the application, you provide us with a detailed program description and evidence of effectiveness. A panel of NCFL staff members will review your written application. If you qualify, we follow-up with a site visit . After that, your application plus any information gathered from the visit will be reviewed by an external panel of professionals from the field. Based on their recommendations and our evaluation and observations, we will make decisions on validation. Once the awards have been announced, dissemination of information about your program begins.

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narratives, poems, and essays written by students in the adult literacy program at LVA-CV. This is an excellent companion piece to *Put It in Print*. $7

• ***Telling Tales***, written by Jan Goethel, with contributions from staff members and volunteers in the LVA-CV family literacy effort. This manual stresses the connection between writing and reading. It lists activities which create a print-rich environment for preschool children and activities which prepare parents and children to write and illustrate stories together. $15 (Available March 1, 1995)

To place an order, send your name and address with check, money order, or purchase order to: Chippewa Valley Publishing, 400 Eau Claire St., Eau Claire, WI 54701, (715) 834-0222. All prices include shipping and handling.

NFLP Expands Services

The National Family Literacy Project (NFLP) has received a grant from the National Even Start office of the U.S. Department of Education to expand services to Even Start programs in the area of program evaluation and technical support with preparation for applying to the NFLP or the Program Effectiveness Panel (PEP).

For further information, contact the National Family Literacy Project at (502) 584-1133.

Family Literacy Corps Members Forge Links To Community

"My name is Karla D. Nesbitt, a very proud member of AmeriCorp. A strong desire and determination are the characteristics which allowed me to rise off the welfare system. I work as a teacher's assistant with preschoolers, a part-time job, and also attend Monroe Community College. I have a strong will and ability to get things done."

So writes a new member of the Family Literacy Corps, an AmeriCorps program administered by the National Center for Family Literacy in partnership with family literacy programs in six cities. A majority of the Corps members are themselves graduates of family literacy programs.

AmeriCorps was officially launched on September 15, when the president swore in thousands of new Corps members across the nation via satellite. By October, the Family Literacy Corps had completed its recruitment of 50 members, offered orientation, and begun providing service in Los Angeles, Tuscon, Louisville, Philadelphia, Atlanta, and Rochester.

Service activities supporting family literacy include assisting early childhood and adult education teachers, helping students on the computer, tutoring elementary school-aged siblings, teaching English as a Second Language, putting together newsletters, and finding speakers for parent time sessions.

Members also build community linkages through their volunteer service. For instance, Rochester Corps members joined other state AmeriCorps members with rakes, shovels, and plastic bags to clean up empty lots on New York Community Day. In Atlanta, members made calls during the program's "Drop Everything and Recruit Day," while in Los Angeles, members registered voters.

In addition to adding much-needed resources to family literacy programs, NCFL views the AmeriCorps program as an ideal opportunity to support family literacy graduates in their transition to further education and employment.

Toyota Program Sparks Search For Statewide Family Literacy Strategies

Building on the success of the Toyota Families for Learning Program, two states recently have begun to examine the best path for initiating statewide family literacy strategies. In Denver, Colorado, a Family Literacy Search Conference sponsored by First Impressions, Governor Romer's Early Childhood Initiative; the Colorado Department of Education; and the Colorado Foundation for Families and children was held September 29-30, 1994.

Approximately 50 participants representing literacy agencies both public and private attended. The purpose of the conference was to develop a common vision for family literacy in Colorado, create a plan of action, and develop public policy recommendations.

In Richmond, Virginia, 160 policymakers, business leaders and administrators gathered at the state's first Family Literacy Summit held on November 15, 1994. Organized under the direction of the Virginia Literacy Foundation and hosted by Phillip Morris, the summit highlighted successful programs such as the Toyota program in Richmond and the statewide Even Start programs.

The goal of the summit was to call attention to family literacy and engage state and local policy leaders as well as agency officials in expanding support for family literacy. The program agenda included presentations by Sharon Darling, NCFL president; Dr. William Bosher, state superintendent of instruction; the Hon. Kay Coles James, state secretary of Health and Human Services; and Jeannie Baliles, former first lady and chairman of the Virginia Literacy Foundation.

Knight News In A Nutshell

• The Knight Family Education Program (KFEP) in Ft. Wayne, Indiana, recently sent a team from Ft. Wayne Community School to Louisville, Kentucky, to visit a family literacy site. Members from the Adams School team accompanied the group to observe the way other public schools implement family literacy.

• KFEP students at the East Wayne Street site in Ft. Wayne have initiated a monthly newsletter for all the families of the center. In it, they report everything from sports scores and the weather to upcoming events and special accomplishments of the people involved in the program.

• Mary Ellen Atwood and Brian R. Pendleton, coordinators of the Akron, Ohio, KFEP, were honored by *Northern Ohio Live* magazine for their community service involving the Decker Family Development Center in Barberton.

The center is a joint venture of The University of Akron, Children's Hospital Medical Center of Akron, and the Barberton Public Schools. Funding from the John S. and James L. Knight Foundation enabled the center to provide Head Start families at the Center with family literacy, counseling, medical, and social services.

Conference Fees & Registration

Name _____
Badge should read _____
Organization/Institution/Affiliation _____
Address _____
City _____ State _____ Zip _____
Telephone _____ FAX _____

Please Check one of the following. I identify myself as:

Arrival Date _____ Time _____ ___ Instructor/Practitioner _____ Policymaker/Administrator
Departure Date _____ Time _____ ___ Researcher _____ Other

Early Registration Fee: $250 until February 28, 1995; $300 thereafter $ _____
Professional Development Training ($200) Circle One: A,B, C (see top left page 6 for descriptions) $ _____
Pre-conference Workshop ($25) (see top left page 6 for list)
Write the name of the workshop you want to attend: _____ $ _____
Star of Louisville Cruise - Sunday Evening, April 23 ($20) $ _____
Total $ _____

In order to process your registration, one of the following must be checked.
_____Check enclosed _____Mastercard _____Visa
Card Number ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ Exp. Date _____

Credit Card Signature _____
_____Please invoice my agency (You must enclose a purchase order or letter of approval)

Please mail to:
National Center for Family Literacy, Waterfront Plaza, Suite 200, 325 W. Main St., Louisville, KY 40202-4251, Dept. C

Please clip and mail these forms to the separate addresses indicated. Please include deposits required.

Hotel Registration

Hotel Reservations Deadline: April 1, 1995
Name _____
Organization/Institution/Affiliation _____
Address _____
City _____ State _____ Zip _____
Telephone _____ Handicapped Facilities Needed ___ Yes ___ No
Arrival Date _____ Time _____ AM _____ PM ____
Departure date _____ Time _____ AM _____ PM ____
Name(s) of Room Occupants _____

Galt House East (800) 843-4258

Executive Suite: (1 BR/2DBL Beds/Wet Bar) -# of Persons _____1-$73 _____2-$83 _____3-$93 _____4-$103
King Bed: (Not a Suite - Limited Availabiltiy) - # of Persons _____1-$73 _____1-$73
Riverview Suite: (2BR/2DBL Beds in Each BR/2 Baths/Wet Bar/Walk Out Balcony) _____$400

Galt House Tower (800) 626-1814

Two Double Beds: # of Persons _____1-$63 _____2-$73 _____3-$83 _____4-$93
King Bed: # of Persons _____1-$63 _____2-$73
River Suites: (Parlor/1BR/2Beds) _____$225

_____Deposit Check Enclosed _____Mastercard _____Visa Amount _____
Card Number ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ Exp. Date _____

Credit Card Signature _____

Note: Rates Subject to 10.2% Taxes. Maximum 4 People Per Room. Rollaways Not Available. No Pets Please.

Send this form directly to: The Galt House, 140 N. Fourth St., Louisville, KY 40202

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A Strengths Model.

Pre-conference workshops for Avancé, Baby TALK, Family Literacy Evaluation: Tools and Techniques for Practitioners, High/Scope, HIPPY, Literacy Volunteers of America, MELD, and Parents as Teachers will be held Sunday morning, April 23, from 9:30 to 11:30.

Registration Information

Registration: $250 until February 28, 1995; $300 thereafter
(No registrations accepted via FAX)
The conference registration fee includes:

- Admission to all general, concurrent and plenary sessions
- Continental breakfast and lunch on Monday and Tuesday
- "Thunder Over Louisville" party Saturday evening
- A reception Sunday evening
- A banquet on Monday evening
- Admission to the Exhibit Hall
- 1995 conference tote bag

Full payment must accompany the registration form.
Please make check payable to:
National Center for Family Literacy
Waterfront Plaza, Suite 200
325 W. Main St.
Louisville, KY 40202-4251
Dept. C
If you have questions or need additional information, call Kerry Bickel at NCFL, (502) 584-1133.

"Thunder Over Louisville"

Saturday, April 22, 1995, 7 p.m.

Come early for one of the largest fireworks displays in the United States. Enjoy "Thunder Over Louisville," the kick-off to the Kentucky Derby Festival activities by attending a reception featuring a cash bar and hors d'oeuvres.

Traffic will be heavy near the Galt House hotels; street closings begin as early as 4 p.m. Tickets for the "Thunder" reception will be available at no cost to you at conference registration.

Star Of Louisville Midnight Cruise

Sunday, April 23, 1995, 11:30 p.m.

Join us for a midnight cruise aboard Louisville's premiere cruise ship, the *Star of Louisville*, for a late night buffet and entertainment. The buffet and dance floor are located on an enclosed deck, so weather is never a problem. The ticket price of $20 (not included in registration fee) includes transportation to and from the Galt House hotels.

Travel Arrangements

Woodside Travel has been designated the official travel agency for the National Conference on Family Literacy. Just place one call to *Woodside Travel* for special discounts on airline tickets and for your rental car reservations. To take advantage of special discounted fares with Delta, USAir and Trans World Airlines, call *Woodside Travel* at 1-800-634-5656 or (502) 585-4444, between 8:30 a.m. and 5 p.m. EST, Monday through Friday.

Identify yourself as attending the National Conference on Family Literacy. *Woodside Travel* guarantees you the lowest discounted applicable airfare at time of booking. *Woodside Travel* will handle seat assignments, issue boarding passes and send your tickets to you, once full payment is received. Tickets may be purchased by check or credit card.

Housing Information

The **Galt House Tower** and the **Galt House East** are the official conference hotels. The main entrances to the hotels are on opposites sides of Fourth Street, just north of Main Street in downtown Louisville, adjacent to the Ohio River. The hotels are connected by a walkway spanning Fourth Street and the meeting room facilities of both hotels will be used for conference sessions.

Hotel reservations should be made directly with the hotel using the registration form above. Special conference rates are listed on the registration form. Call the Galt House Tower at 1-800-626-1814, or the Galt House East at 1-800-843-4258 for more information.

Reservations may be guaranteed with one night's deposit including the 10.25% room tax by using either a check (sent in with the reservation), a money order, or a major credit card. Reservations will not be held past 6 p.m. on your scheduled arrival date without a guarantee.

Reservations must be made by April 1, 1995, to guarantee the conference rate. After April 1 rooms are subject to availability and prevailing rates.

registration forms on p. 13

National Family Literacy Day Celebrated

November 1, 1994 was a special day across the country as family literacy programs celebrated the first National Family Literacy Day.

Tied to the premiere of TNT's "In Search of Dr. Seuss," events such as celebrity book readings, green eggs and ham breakfasts, and face paintings, helped draw media attention to family literacy and its positive effect on creating families of lifelong learners.

NCFL would like to know how you celebrated family literacy. Please send any press clippings, photos, or other items you'd like to share to Pam Gersh, NCFL Public Relations Coordinator, 325 W. Main St., Suite 200, Louisville, KY 40202-4251.

Part of the Los Angeles celebration included face painting and a street fair at Sony Studios.

The experience of the National Center for Family Literacy has been documented in publications and on videotape.
Order form on back cover

NCFL PUBLICATIONS

V1 **Breaking The Cycle. $20**
A 14-minute videotape about the Kenan Model Program (VHS format).

V2 **The Power of Family Literacy. $20**
Using examples from the Toyota Families for Learning Program, NCFL's national demonstration project, this video views family literacy through the people who live it. After seeing them, you will know why it is no wonder that the power of family literacy is touching communities across the country. (1/2" VHS format)

V3 **Training Videos. $60 each; $100 for the set of two; manuals included.**
Empowering People: Parent Groups
This video includes excerpts from actual group sessions showing content and processes and highlighting skills needed by group facilitators. Includes supplementary manual.
The Power of Parenting: Parent and Child Interaction
This video demonstrates the power of parent and child interaction sessions. It includes actual footage of activities and staff and parent reactions. Includes supplementary manual.
Manuals available without videotapes. See P12 below.

V4 **A Success Story. $15**
An 11-minute videotape that introduces the viewer to family literacy and the services of NCFL. The tape summarizes the problems in America that can be addressed by family literacy, describes and illustrates the concepts of family literacy, and provides information that can assist local program planners in starting a family literacy program. This videotape provides an excellent orientation for policy makers, administrators, and community groups interested in family literacy.

P1 **A Guide to Funding Sources for Family Literacy. $10**
Describes funding sources, how to design a funding package and write a proposal. Updated November 1993.

P2 **Spreading the Word, Planting the Seed:**
The National Center for Family Literacy. $5
A summary of 1989-90 activities and accomplishments of the National Center for Family Literacy.

P3 **William R. Kenan, Jr. Charitable Trust Literacy Project: Final Report. $5**
This July 1989 report documents the results of 18 months of work with the families in the Kenan programs.

P4 **A Place to Start: The Kenan Trust Family Literacy Project. $5**
A narrative description of the Kenan Trust Family Literacy Project and the National Center for Family Literacy.

P5 **Past and Present Educational Experiences of Kenan Trust Parents. $5**
This exploratory study looks at past and present educational participation of 34 parents enrolled in Kenan Family Literacy Programs. The study describes the process of disengagement from schooling that led all of the respondents to drop out of high school. The sense of alienation from schooling persisted into adulthood and was a major factor in respondents' decisions to drop out of adult education programs. Results of the study showed that parents persisted in family literacy programs because the programs addressed their sense of alienation from schooling.

P6 **Evaluation of Family Literacy Program $15**
A collection of the reports and a summary of the information collected by NCFL relating to results of evaluation of family literacy. Included are:
Follow-up Studies of Children Participating in the Kenan Project
Follow-up Study of the Impact of the Kenan Model for Family Literacy
What We Know
Results of a Follow-up Study of 14 Family Literacy Programs
Executive Summary of Research Being Conducted at Seven NCFL Model Family Literacy Sites
The Power of Family Literacy

P7 **Using Computers in Family Literacy Programs. $10**
This paper discusses strategies and activities that involve the computer as a literacy tool in intergenerational programs. The strategies describe ways to create an environment that encourages the computer to be used as a communications device, to generate original materials that encourage literacy development, and to offer unlimited possibilities for reciprocal learning between parent and child. The strategies and activities described are based on the experiences of teachers and students participating in the National Center for Family Literacy's Apple Partnership Program.

P8 **Family Portfolios: Documenting Change in Parent/Child Relationships. $5**
This publication discusses the concept of authentic assessment and focuses on the use of portfolios as assessment tools in family literacy programs. The report defines the types of information and artifacts that can be included in portfolios, and discusses ways to analyze portfolio data.

P9 **A Strengths Model for Training in a Family Literacy Program. $5**
A publication that discusses the importance of identifying individual family strengths and using the findings when developing the family literacy model. The model that uses those strengths to create a literate environment in the home is a model that will have the greatest effect on the family. The publication also provides practical applications for the family literacy provider.

P10 **Family Literacy: The Need and the Promise. $5**
A six-page monograph, written by Sharon Darling, consisting of transcripts of her speeches and general information about the need for family literacy programming.

P11 **Generation to Generation:**
Realizing the Promise of Family Literacy. $19.95
This book provides a practical and thorough discussion of literacy issues as they impact the family unit. The book presents a scope of our nation's struggle with illiteracy; offers practical guidelines for establishing community programs that offer promising solutions; and identifies important ways that families can learn together.

P12 **Training Video Manuals. (Refer to V3.) Separately $10; both $15**

P13 **The Power of Family Literacy. $1 each for bulk shipments of 5 or more**
This report presents the evaluation of the 1992-93 Toyota Families for Learning Programs. The evaluation data indicate that adults participating in family literacy programs demonstrate greater gains in literacy than adults in adult-focused programs, participants in family literacy programs are less likely to drop out of the program than are participants in adult-focused programs; children participating in family literacy programs demonstrate greater gains than children in child-focused programs, and more educationally supportive home environments are reported by parents after participating in family literacy programs.

P14 **Policy Maker's Guide to Understanding Family Literacy. $25**
A resource for all involved in the administration of family literacy programs. This manual discusses how to build in quality from the beginning and the key components of quality family literacy programs. The manual is sold in a binder combined with **A Guide to Funding Sources** as the complete handbook for family literacy programs.

P15 **Family Literacy Program Quality Self Study. $10**
This instrument is a self assessment guide for center-based family literacy programs. It is a tool designed to facilitate implementation of the four components of family literacy: adult literacy, early childhood education, parent and child interaction, and parent education/supports. Sections of this instrument apply to all family literacy programs, including less comprehensive models.

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The NCFL Newsletter is a quarterly publication of articles and information relating to family literacy. Readers are encouraged to copy and share content from this newsletter. We do request that you credit NCFL as the original source of the information. NCFL was established with funding from the William R. Kenan, Jr. Charitable Trust.

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